DOCUMENT RESUME

ED 284 916 UD 025 618

AUTHOR Harris, J. John, III; And Others

TITLE Brown to Buckley: A Study of Desegregation, Integration, and Student Attitudes in Seven Marion County, Indiana School Districts. A Research Study.

INSTITUTION Indiana Univ., Indianapolis. Center for Urban and Multicultural Education.

SPONS AGENCY Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE May 85

NOTE 392p.

PUB TYPE Statistical Data (110)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Black Students; Busing; *Desegregation Effects; *Educational Environment; Elementary Secondary Education; Faculty Integration; Intergroup Relations; Parent Participation; Program Effectiveness; Public Schools; *Racial Attitudes; Racial Integration; *School Desegregation; School Surveys; Self Concept; Student Attitudes; Urban Schools; Whites

IDENTIFIERS *Indiana (Marion County); Mandatory Programs; Supportive Learning Environments

ABSTRACT

This report presents results of the first year of a three-year study analyzing the effects of school desegregation/integration on black and white pupils enrolled in the public schools of Indianapolis, Indiana, and surrounding suburban school districts within Marion County. This longitudinal study will survey resident and non-resident students in grades 3, 5, 7, 9, and 11 at three data collection points. It is a cooperative venture involving students, parents, community leaders, local educators, and higher education. The findings so far indicate that Marion County Schools have taken seriously the task of providing a school atmosphere which fosters positive interracial attitudes. Both black and white students maintain positive feelings toward school, and see classroom organization and structure as facilities for learning. Also, both black and white students maintain a positive sense of self-worth. The study found that interracial attitudes are more likely an outcome of school atmosphere than a cause. The report includes a bibliography, recommendations, information on the authors, and appendices with the survey instruments and tables. (PS)

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BROWN to BUCKLEY:

A Study of Desegregation, Integration, and Student Attitudes in Seven Marion County, Indiana School Districts

A Research Study

J. John Harris III
Camilla A. Heid
Gary Ingersoll
Richard C. Pugh

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Indiana University School of Education
Center for Urban & Multicultural Education
Office of School Programs
Indianapolis Bloomington, Indiana
May, 1985

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Brown to Buckley: A Study of Desegregation, Integration, and Student Attitudes in Seven Marion County, Indiana School Districts

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Indianapolis/Bloomington, Indiana

May, 1985

Education then beyond all other devices of human origin, is a great equalizer of the conditions of men, ...the balance wheel of the social machinery.

Horace Mann, 1848

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ACKNOWLEDGEMENTS

Unfortunately, it is not possible to include here the names of all those who helped is some way with this undertaking. Many individuals, school districts, and funding agencies were involved, directly or indirectly, from the embryonic stages to the completion of this study. The authors are extremely grateful to a number of people and organizations whose suggestions, advice, funding and, in some cases, critical analysis of portions of the research study assisted us. The seven participating school districts entered into a contract with representatives from various units within Indiana University's School of Education to allow for the first phase of this study and the generation of this report.

We are indebted to these seven school districts' superintendents and coordinators for integrated education, Indiana University's Center for Urban and Multicultural Education, Indiana University's Office of School Programs, and the educational advisers from the Indiana State Department of Education. A special thanks is also provided to the South Bend, Indiana School District for pilot testing the instrument. Many thanks are extended to the secretarial staff who labored over many drafts of the report.

It may go without saying that a study of this magnitude must have fiscal support. The financial support for this study was made by the Eli Lilly Endowment, the State of Indiana, the United States Department of Education and Indiana University. The researchers are especially appreciative of their financial and, in some instances logistical, assistance. A special measure of gratitude goes out to these

organizations, whose endorsement of this initiative and commitment to it is further evidence of the on-going interest in working for the improvement of urban elementary and secondary education. The help of all who have assisted with this study is sincerely acknowledged.

The report was a result of a multi-disciplinary, multi-variate approach to the study of school desegregation, integration, and student attitudinal change. It is dedicated to those brave student learners, parents, community and educational leaders whose valiant efforts in the Marion County, Indiana school desegregation process, did much to prepare the way for better educations and to better the lives of untold thousands who will follow them. Thank you all.

PROLOGUE

Brown to Buckley: A Study of Desegregation, Integration, and Student Attitudes in Seven Marion County, Indiana School Districts is an analysis of the affects of school desegregation/integration on Black and White pupils enrolled in the public schools of Indianapolis, Indiana and surrounding suburban school districts, within Marion County. This is a landmark study of school integration in that it is a cooperative venture involving students, parents, community leaders, local educators, and higher education. It is a landmark study because: it has received the friendly cooperation of all parties associated with the study; the research team and the schools allowed ample time to plan and revise the study; and the study is part of an on-going process rather than a *post hoc* study of the integration process after several years of school integration and often after students have exited from the schools.

I wish to congratulate students, parents, teachers, and school administrators for putting forth the effort to evaluate this human experience that is important for the community and the education of children. This initiative goes far in advancing the concept of school integration.

I would like to remind the reader that in reviewing this study, my major emphasis will be focused upon the impact that this school integration experience is having upon students. Specifically, are the children happy with their schooling, do they feel that they are receiving a quality education; and secondly, is the study appropriate for answering these questions.

This is the third in a series of studies conducted. The first two studies consisted of a sampling of students, but in 1984 the schools requested that a longitudinal data-based study should begin. I agree with this conclusion that a third study replicating earlier studies by drawing a random sampling of students would yield modest returns; and would likely provide the school districts with a similar picture of student attitudes. While a longitudinal study will provide attitudinal changes by the same individuals over time, this study, by changing its questionnaire scale from a yes-no format to a five point Likert-type scale improved the questionnaire's sensitivity to attitudinal changes. However, it should be remembered that in reviewing these findings, two important factors must be kept in mind; a majority of the non-resident students are Black and the social-economic-status of the students are not included in this review. Nevertheless, while these two factors may account for some of the statistical significant differences found between Black and White students about their attitudes toward school this finding to me is less important than the level of their feelings toward school. For example, if 94 percent of the White students felt good about school compared to 89 percent of the Black students, I would judge this finding to be very positive despite the fact that these two numbers may be statistically different.

Findings from this survey are generally very positive, both Black and White students feel very good about school and the quality of education they are receiving. Yet, there are trends in these data that teachers and school administrators should find useful for improving schooling conditions for students.

Inter-racial relations among Black and White students are positive. Yet, in certain areas, students feel that parents and teachers are less positive about inter-racial activities. Parents and teachers may wish to explore why students perceive this to be true about their attitudes. Student attitudes toward school and learning are very positive; yet, school officials may seek ways to make school more fun, why some students feel that school work is too hard, and there are too many school rules? Staff-student interactions are positive. Schools, however, should seek to find out why more Black students tend to feel less welcomed by teachers and principals as they advance through school. Student-student interactions are positive. While student to student interactions are positive, many Black and White students still feel that other students do not want them in the school. This finding may not be a contradictory as they appear, because a small minority of students opposed to integration could cause this bimodal reaction. Students feel that incentives and structure in the schools are very positive, teachers are cooperative and students wish to follow school rules. Yet, more very young Black children feel that they are punished for things they did not do, compared to other students. Maybe a better orientation for third graders on school rules could reduce this perception of being punished more for things they did not do. Parent involvement with their children's school is positive; yet, White students perceive their parents as being less positive toward racial integration of schools compared to Black students' perceptions of their parents attitudes on this subject. Proximity to school concerned Black students more, which should have been expected since on the average they travel farther to attend school.

Yet, relatively few Black students considered the travel too difficult and enjoyed travel to school. The self concept and self-esteem of students were, in general, very positive for both Black and White students. However, contradictory attitudes appeared, most students expected to finish high school; but a sizeable percentage stated that they did not care if they finished high school. Multicultural education programs appear to be more effective for the average Black student than for the average White student. This finding may be explained, if we assume that Black students receive more multicultural or ethnics studies outside of school than White students. From these findings the school integration experience is viewed as being very positive by students, they like their schools and they feel strongly that they are getting a good education.

This is an excellent study and I congratulate the research team and the many students who participated in the study. These findings should help participating school districts to focus their energies in improving education for students; and it provides districts with information about components of their programs that are working. Again, I feel strongly that this research project is a landmark in the study of school integration. It provides the schools with continuous information about how students feel about their schools, other students, their communities and themselves; and it should provide valuable information to future historians about this unique American experience, a quality integrated education for our children.

Frank Brown, Professor and Dean
School of Education
University of North Carolina
at Chapel Hill
February, 1985

INTRODUCTION

INTRODUCTION

Today, the quality of education being received by many young minds is coming under increased attack by a number of searing reports. The recent reports suggest we can change education without turning the focus on students, parents and teachers (Boyer, 1984).

One of the more noteworthy of these reports, conducted by the National Commission on Excellence in Education (NCEE) has reported that approximately 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youths may run as high as 40 percent (A Nation at Risk, 1983). These statistics are extremely upsetting in light of the fact that many of the court-ordered desegregation plans which have been formulated over the years have been justified, at least in part, on the assumption that an elevation of black achievement would result (Bower, 1982). The NCEE report, in effect, not only draws attention to the shortcomings of current educational policies, but also to the basic assumptions which pervade American society concerning minorities and education.

Interestingly enough we find that on the heels of the elementary and secondary schools indictment, questions of excellence in higher education are being raised. The recent report issued by the National Institute of Education (NIE) Study Commission (1984) points to this phenomenon, once these students are matriculated in post-secondary educational institutions.

It has been a long accepted maxim of educational theory that students received from instruction only as much as (s)he was willing to give to study. Since the 1960's, educational ghosts have surfaced from didactic closets forcing unspoken truths to emerge. Among these is the wide-spread use of grade inflation to hide instructional deficiency, and the emergence of diploma mills which pass students along and up the educational ladder until graduation from high school, but who lack any learned or achieved basic skills. Further ghosts emerged in the guise of unmotivated students, unmotivated by traditional instruction, or as "troublesome" students. Some of these students have been broadly classified as "learning disabled" (LD) or "Special Education" to isolate them from the mainstream of the teaching process.

Under such a plethora of emerging, if hidden truths, it is no wonder that parents, usually respectful of the professional educator's expertise, have begun to look closely at the quality of education offered, and the skills actually mastered by their children in the nation's public schools. These phenomena are exacerbated more intensely, in our quest for academically excellent urban desegregating public schools.

Governmental impact, based upon environmental theories of "cultural deprivation" and intended to modify educational inequality created by years of segregation, has been limited in its effect due to a lack of clear and definable guidelines. Even the distinction between "segregation" and "racial imbalance" is unclear. According to the United States Office of Education, the term "desegregation" to overcome "segregation" is "...the assignment of children or faculty to public schools and within schools without regard to their membership in a minority group, but "desegregation" does not mean the assignment of such persons to or within public schools in order to overcome racial imbalance" (U.S.O.E., 1978)

Statistical evidence in the area of increased achievement of minorities as a result of desegregation seems to indicate that desegregation alone is not a major factor in raising achievement levels in minority youth. St. John (1975) reviewed more than 100 studies on the effects of desegregation on the educational achievement level of low ability black students and how they have benefited from prescribed plans to improve racial balance. She found that the benefits derived from racially balanced schools minimal to nonexistent.

This is not to suggest that the high functional illiteracy rate among minority youth is a result of inherent racial inferiority. There exists no legitimate, scientific evidence to remotely suggest that one's racial or ethnic background is in any way related to one's intellectual capability.

There are some who have reason to suspect that there exists definite cultural bias towards keeping the achievement level of minorities at a lower level. Stansfield (1982) for example conjectured that part of the problem may lie in the lack of interest of the majority society in developing black educational opportunity. Further, Stansfield indicated that the only purpose of school desegregation has been to make Blacks better commodities for the labor market. He felt that as long as this attitude prevailed, Blacks will not be allowed to determine their own destiny (p. 34).

However, according to Hodgkinson (1983) "Mainstream America will grow increasingly dependent on educated minorities as they move into the jobs now held by middle class whites." Minorities will soon be replacing an aging, predominantly white work force and paying its Social Security bills. It is in the best interest of this country both financially and socially to provide a better education for minority students.

Harris and Bennett (1982) found in their study of student discipline problems in two large Indiana urban desegregated school systems that a disproportionate number of male and minority students were bearing the brunt of the schools' disciplinary mechanisms. Much of the dissatisfaction which they found in their study among the students had to do with a variable they refer to as "fatalism" or a lack of personal control over the environment. Other studies suggest that this lack of control which affects achievement through a new form of discrimination will occur in today's desegregated schools.

One is then faced with a serious dilemma. Where does one turn for help? Statistical analyses of desegregation, using various indices of the relationship which exists among desegregation, achievement, and demography within a district have failed to reduce such relationships to a single index (Dzuiban & Ester, 1983). Indeed, the courts have not only failed to mandate any guidelines for equality of achievement, but they have failed even to find agreement among authorities in the field of education as to what constitutes effective instruction (Fields & Harris, 1978).

In a 1983 study involving the same school districts, conclusions were drawn and subsequent recommendations made that assisted the school administrators in adhering to not only judicial edicts, but, more importantly to an esprit de corps surrounding desegregation initiatives (Harris, Pugh & Heid, 1983). Consistent with the prior study is a recent community desegregation report reiterating many of the same findings (CDAC, 1984). Without question some progress has been made.

Giving the students a stake in the future of their own schools may bring about a closer integration of students of all races as they work to achieve common goals. It will certainly lessen the sense of "fatalism" which has been previously identified as a variable contributing to student dissatisfaction.

The quest for effective desegregated schools has had a profound impact upon this nation's educational policies, and has engendered much attention for over thirty years. As a result of this mounting concern, educators, legal officials, researchers, legislators, and interested policymakers have attempted to seek an understanding of this phenomenon and ways in which a university - public schools partnership can affect positively the outcome of public school desegregation in Marion County, Indiana.

If anything is to be learned from Year I and II of the prior studies, student, parent, educators and community beliefs and actions, principles of the law extracted from the Constitution, the social scientists who believed their respective disciplines could provide a new and needed dimension to education, and the following longitudinal study, is that all of us must wholeheartedly embrace interactive roles for urban school improvement. In doing this we will model the behavior for students to follow...one that shows them the torch symbolizing the positive aspects of life and not the flickering match of their own discouragement.

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BACKGROUND

BACKGROUND

Legal History

Since its inception on May 30, 1968, the case, United States v. Board of School Commissioners of the City of Indianapolis, Indiana, has grown to encompass fifteen separate court actions. Ruby Buckley, on behalf of her children, Donny and Alycia, and all Negro school-age children residing within the limits of Marion County, State of Indiana, initially charged that the State of Indiana and the Board of School Commissioners of the City of Indianapolis had conspired, through acts of the Indiana General Assembly, to maintain a system of racially segregated schools. Later, after certain acts of the General Assembly were brought into question regarding the location of public housing projects solely within the confines of the territory of the Indianapolis Public Schools (IPS), the Metropolitan Housing Commission of Marion County was added as a defendent in the case.

In 1973, the district court ruled that the Board of School Commissioners was guilty of racial discrimination and that an interdistrict desegregation plan should be devised to bring about the integration of the Indianapolis Public Schools. Such a plan initially involved the proposed transfer of students between IPS and school districts within and contiguous to the county. The State of Indiana was also directed to observe an affirmative duty to bring about desegregation, 368 F. Supp. 1191 (1973). The matter was appealed to the 7th Circuit which reversed the trial court on its all-encompassing order involving the surrounding counties and limited the scope to Marion County alone. The 7th Circuit further remanded the decision affecting Marion County in light of the recent Milliken, 418 U.S. 717 (1974), decision for further consideration, 503 F3d 68 (1974). The United States Supreme Court refused to grant certiorari, 421 U.S. 929 (1975).

After reconsideration, the district court ordered the transfer of black students to the surrounding suburban school districts outside of the boundaries of the Indianapolis Public Schools but within the boundaries of Marion County, 419 F. Supp. 180 (1975). The 7th Circuit affirmed the holding of the lower court, 541 F2d 1211 (1976), and the case was appealed to the U.S. Supreme Court which vacated the decision and remanded the case to the 7th Circuit for reconsideration, 429 U.S. 1068 (1977). In turn, the 7th Circuit remanded the case to the district court, 573 F2d 400 (1977), for reconsideration as to whether discriminatory intent could be proven on the part of the State of Indiana through the action of the General Assembly in establishing Uni-Gov (a unified government entity for the whole of Marion County) while, at the same time, refusing to extend the boundaries of the Indianapolis Public Schools to make them coterminous with those of the Uni-Gov unit. Also, the actions of the Housing Authority of the City of Indianapolis in locating all of its public housing projects within the boundaries of the Indianapolis Public Schools were questionsed as to possible discriminatory intent. If either of these actions were found to be discrimanatory in intent, the court was directed to provide an interdistrict remedy following the principles set forth in Dayton v. Brinkman, 433 U.S. 406 (1977). Certiorari to the U.S. Supreme Court was denied, 439 U.S. 824 (1978).

The trial court found both actions to have had discriminatory intent and ordered the transfer of approximately 7,000 Black pupils, 456 F. Supp. 183 (1978). An appeal to the 7th Circuit did not result in a ruling, but rather a remand to consider several plans proposed for desegregation by the various parties to the suit. This the trial court completed, and selected a one-way busing plan of black pupils to the surrounding suburban school districts along with a plan for the final desegregation of the Indianapolis Public Schools within its own boundaries. The court also removed two township school districts (Metropolitan School District of Washington Township and Metropolitan School District of Pike Township), from the order stating that the demographic shifts in the black student population had rendered their continuation in the desegregation remedy unnecessary, 506 F. Supp. 657 (1979). In addition, two other suburban school districts (Beech Grove and Speedway) were not included in the court order but litigation was continued for them.

The order was appealed to the 7th Circuit which affirmed the action, finding that the judge had not abused his discretion, and which also sent the case back on remand for consideration as to whether the two suburban districts (Beech Grove and Speedway) should be excused from the order, 637 F2d 1101 (1980). The U.S. Supreme Court refused to grant certiorari, 449 U.S. 838 (1980).

On June 19, 1981, four of the suburban school districts involved filed a petition with the district court to determine who would bear the financial responsibility for the cost of the desegregation plan. The Indiana General Assembly had adjourned in 1981 without appropriating the funds for the implementation of the desegregation plan, which brought about the necessity for the petition. The district court ruled that the State of Indiana would have to bear the full cost for remedying the violations because the State had been found solely liable for them (July 17, 1981). The ruling was appealed to the 7th Circuit which affirmed the district court's order, 677 F2 1185 (1982). The U.S. Supreme Court denied *certiorari* (No. 82-179) on December 13, 1982, __ U.S. __ 103 S. Ct. 568 (1982).

Purpose of Study

A part of the remedy in the case, *United States v. Board of School Commissioners of City of Indianapolis, Indiana* called for the continuation of the court ordered Indiana State Department of [Education] Inservice Plan. The plan included a student needs assessment to identify student needs and concerns related to desegregation.

During the 1981-82 school year a survey instrument was developed and administered to a random sample of students. The instrument was modified and administered to a random sample of students during the 1982-83 school year. Upon completion of the 1983 study, the involved school districts expressed an interest in the replication of the study in 1984. There was also interest in a longitudinal study where closely linked factors could be examined for change in students' attitudes.

The researchers and the school districts felt a longitudinal study was more appropriate than a replication study to measure the impact of desegregation on students. The superintendents of the participating school districts elected to use this as an opportunity to utilize the data gathering process as a mechanism for a more intense decision making base. Herein, the research team has provided step one of a three-stage design of the longitudinal study. The following pages describe the study which provides for longitudinal comparisons.

METHODOLOGY

METHODOLOGY

Introduction and Structure

Introduction

At the end of the 1983 study the general concensus of the school districts with regard to future research, was three-fold, i.e., 1) there should be continued replication, 2) the data should have a longitudinal character, and 3) parent, teacher and administrative attitudes should be surveyed. The need for longitudinal data results from the lack of verification of the widely held view that the biggest change in student inter-racial attitudes usually occurs after the first year of desegregation, especially at the early grades (Ingersoll, 1984). Further, the value of findings from a third year of the earlier replication studies would be of modest value to the participating districts.

The proposed study of parents', teachers' and administrators' attitudes was in need of more clarity and direction. Difficulties associated with sample, planning, prioritizing and cost resulted in this type of design not to be of high priority currently. If those factors are able to be dealt with, the study may be incorporated in a future study.

Finally, the agreed upon method was a longitudinal study. Several advantages were readily known. One advantage of a longitudinal study over a cross-sectional study is that the data are not distorted by the recollection of different respondents each year (Borg and Gale, 1983). The longitudinal study provides continuity and permits the measurement of change on the same individuals. This design is more sensitive to change.

Longitudinal studies are not, however, without drawbacks. Time is also a factor in a longitudinal study. The commitment and funding must be available at each of the data collection points. The loss of subjects over time is a serious problem in longitudinal studies, where the researcher selects a sample and at each subsequent data collection point, the in/out migration of the student population must be determined by grade level in each district. The advantage of following the same individuals over time is that the researchers can more easily control for variation among individuals and therefore, detect more subtle changes.

A cross-sectional study is more vulnerable to sampling errors, so a fairly large sample is needed to ensure validity. The sample size is significantly reduced in a longitudinal study, if the in/out migration of the student population is relatively low. Additionally, a longitudinal study contributes to an increase in statistical power.

For this longitudinal study, a questionnaire was developed around identified relevant issues or concerns, (i.e., scales). A Likert-type or five point scale (i.e., always, usually, unsure, seldom, and never) was preferred to the two prior years binary scale (i.e., yes and no). Obviously, the Likert-type scale would yield more specific responses than the binary scale.

The longitudinal study allowed for extensive demographic data collection. In order to provide for systematic and accurate data collection, school district personnel (e.g., home school advisors, and/or other designees) under the direction of the districts' Coordinator for Intergrated Education were responsibile for the collection of student background information (see Appendix C).

Additionally, the study required the tracking of individuals from year to year. Identification numbers were assigned to each surveyed student. A tear-off strip with the name and identification number of each student appeared at the end of each student background information sheet. This was necessary to insure confidentiality of student responses.

Structure

The three year study (this being the first year), focuses on the perceptions of Black non-resident students, White resident students in all seven school districts, and Black resident students in the Lawrence and Indianapolis school districts. The direct assessment of transported White students to achieve desegregation, is analyzed only for the Indianapolis Public Schools. The participating school districts are the Metropolitan School Districts of Decatur, Lawrence, Perry, Warren and Wayne, Franklin Township Community School Corporation, and the Indianapolis Public Schools.

The longitudinal study will survey White and Black, resident and non-resident students in grades 3, 5, 7, 9 and 11 at three data collection points in a two-year period. This design will allow both a longitudinal and cohort analyses. The following diagram presents the design of the study.

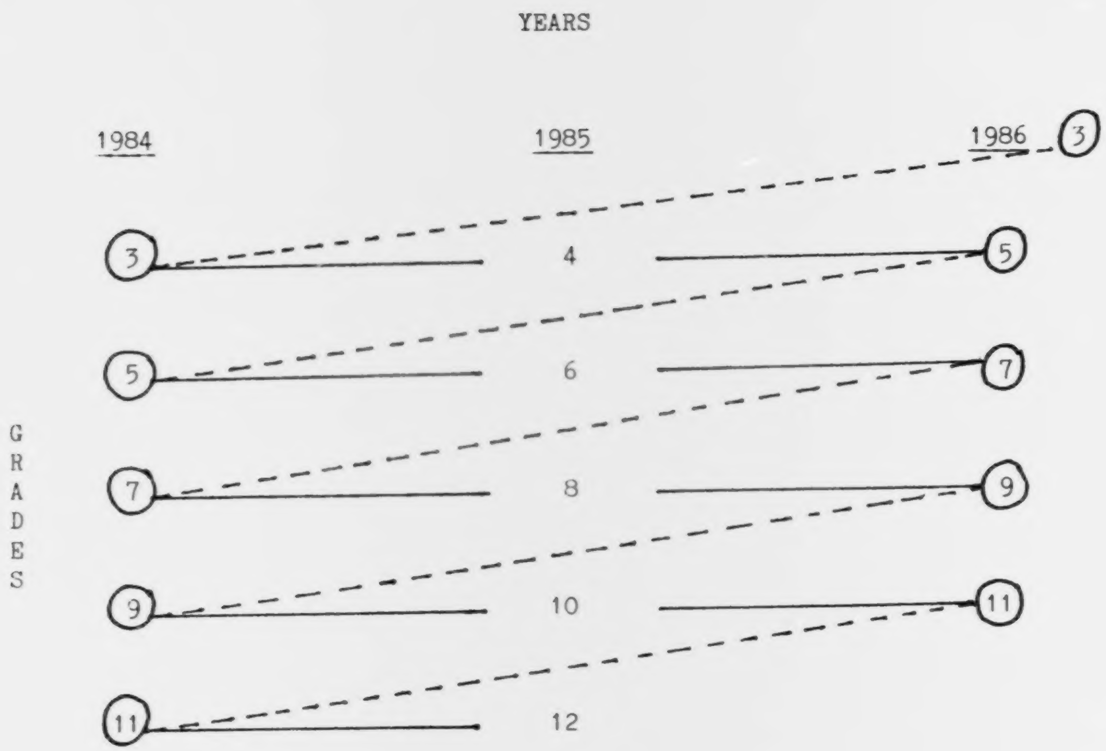

YEARS
1984
1985
1986
3
3
4
5
5
6
7
7
8
9
9
10
11
11
12
GRADES

FIGURE 1

Development of the Questionnaire (Content Validity)

Following an extensive literature search and several meetings between the researchers and the Marion County Coordinators of Integrated Education, a preliminary student needs assessment instrument was developed. The instrument was a composite of items drawn to measure ten relevant variables (i.e., Inter-racial Attitudes, Attitudes Towards School and Learning, Staff-Student Interaction, Student-Student Interaction, Classroom Incentives and Structure, Parent Involvement, Proximity, Self-Concept/Self-Esteem, Academic Self-Esteem, and Multicultural Education). Relevant statements of belief for each variable were selected (or generated) to produce the scales. There was an attempt on the part of the instrument development team to have a minimum of ten items per scale. The purpose of having this minimum number of items was to provide for the reliability and validity of the scales. The resulting one hundred nineteen item instrument provided for student responses with a five-point Likert format.

The items selected for the student instrument were assembled from five primary sources: the student instrument from the Marion County Student Needs Assessment (1983); the student instrument from the proposed Rand Corporation's National Longitudinal Study of School Desegregation (1974); the Coopersmith Self-Esteem Inventory (1967); the Marion County Coordinators for Integrated Education, and the researchers. Item-total correlations and the dispersion of affirmative responses for Black students and White students were the major criteria for the thirty-two items taken from the 1983 Marion County Student Needs Assessment instrument. The remaining items were selected from the various sources based on judgments of content validity. Content validation within each scale was established by a panel of experts consisting of the Marion County Coordinators of Integrated Education and the research team. Additionally, the instrument was reviewed by educators and a psychologist to document grade level readability. The following pages list the preliminary scales and the items within each scale.

A. Interracial Attitudes

1. It is a good idea for people of different races to be around each other.

2. I associate with Black students and White students in the halls.

3. I like to have friends of a different race.

4. My friends would approve if I went home with a student of a different race.

5. Black students and White students attending the same school is a good idea.

6. I have friends of a different race.

7. I would like to live in a neighborhood that has both White families and Black families.

8. Students of a different race than I receive special treatment in my school.

9. My parents would approve of my being in the same class with students of a different race.

10. This year Black students and White students are getting along better in my school.

11. The teachers in my school approve of Black students and White students attending school together.

12. Students of different races have the chance to learn as much as each other.

B. Attitudes Toward School and Learning

13. I like to attend school.

14. I want to attend this school district.

15. School is fun.

16. I have enough time to finish my homework.

17. I feel proud of my school.

18. I want to be involved in school activities.

19. I learn a lot at school.

20. I think that what I am learning will help me.

21. I have enough time to finish my schoolwork.

22. I understand what I am supposed to do in class.

23. I like to learn new things in school.

24. I like to read out loud in my class.

25. My schoolwork is too hard.

26. There are too many rules in this school.

27. I have been absent because I did not want to come to school.

28. My school provides help for students who are having trouble with their schoolwork.

C. Staff-Student Interaction

29. The people who work in my school are friendly to students.

30. The teachers give too much homework.

31. The teachers explain to me how to do my schoolwork.

32. If I make a bad grade, the teachers tell me why.

33. If I have a problem, I can go to see my teachers.

34. My teachers want me here.

35. My teachers understand me.

36. My teachers treat Black students and White students the same.

37. My teachers make me feel important.

38. My teachers make me feel good about myself.

39. My teachers are too strict.

40. If I need special help, there is someone at school who will help me.

41. My teachers know my name.

42. My principal talks with students in the halls and cafeteria.

43. My teachers like me.

44. My principal is interested in the students.

D. Student-Student Interaction

45. It is easy to make new friends at my school.

46. I have friends at my school.

47. Other students help me feel good about myself.

48. Other students treat me like everybody else.

49. Other students are mean to me.

50. Students in my school have respect for other students.

51. Students in my school want Black students and White students here.

52. I have helped students of a different race with their schoolwork.

53. I have participated with students of a different race in school activities.

E. Incentives and Structure

54. My teachers tell me when I am doing good work.

55. I have been blamed for things at school that were not my fault.

56. In my school I am punished for things I did not do.

57. Rules in my school are fair.

58. It is important to follow the rules in my school.

59. I should cooperate with my teachers.

60. I know what I am supposed to do in school.

61. My teachers have told my parents how I am doing in school.

62. My teachers treat all students fairly.

63. My teacher spends too much time trying to get students to behave.

F. Parent Involvement

64. My parents come to parent/teacher meetings.

65. My parents have talked to some of my teachers.

66. My parents and I talk about school.

67. My parents help me with homework.

68. My parents are happy with my grades.

69. My parents encourage me to finish my homework.

70. My parents help decide what happens in my school.

71. My parents are concerned about the quality of my school.

72. My parents expect too much from me in school.

73. My parents like to visit my school.

74. My parents favor Black students and White students going to the same school.

G. Proximity

75. The distance traveled to school affects my taking part in school activities.

76. My school is too far away for my parents to visit.

77. My school is too far from my home.

78. I get home late from school.

79. I think my bus ride is too dangerous.

80. The distance traveled to school makes school hard for me.

81. I enjoy going to and from school.

82. Some of my school friends live far away from me.

H. Self Concept/Self Esteem

83. I feel good about myself.

84. I think that I am important.

85. I accept responsibility for the things I do.

86. No one cares about me.

87. I wish I were not so shy.

88. I often wish I were someone else.

89. My parents and I have a lot of fun together.

90. There are lots of things about myself I would change if I could.

91. Someone always has to tell me what to do.

92. I can usually take care of myself.

93. My parents understand me.

94. I do not care what happens to me.

95. I always know what to say to people.

96. I am popular with students my own age.

I. Academic Self Esteem

97. I expect to pass all my classes.

98. I do not care if I finish high school.

99. I expect to finish high school.

100. I expect to go to college, business school, or vocational school.

101. It is important to do my homework.

102. I am proud of my schoolwork.

103. I am doing the best schoolwork that I can.

104. I like to be called on in class.

105. I am not doing as well in school as I would like to do.

106. I often get discouraged in school.

J. Multicultural Education

107. There are enough Black teachers in my school.

108. I have studied about the contributions of other races.

109. I like what I am learning in my school.

110. Learning about other races will be helpful to me.

111. My school makes me feel proud of my heritage.

112. I want to learn more about other races.

113. In my classrooms, I learn about the contributions of other races.

114. I am taught about famous Black Americans.

115. My teachers let me study things of interest to me.

116. I am interested in the school activities that are offered.

117. Students have the chance to participate in multicultural experiences in my school.

118. I have the chance to participate in my classes.

119. There are enough Black people who work in my school.

Data Collection and Preparation

The instrument (see Appendix A) was administered to a stratified random sample of students in grades 3, 5, 7, 9, and 11 in the seven participating school districts during the period April 23, 1984 through May 5, 1984. The sampling was randomized within Black and White, resident and non-resident populations with the restriction that cell size remained as nearly equal as possible. In five of the seven Marion County School Districts, selection of Black students and non-resident students was redundant. In the same fashion, for all of the participating school districts except for the Indianapolis Public Schools, there were no White non-resident students included in the study. Only within Lawrence Township was there a sizable enough population of resident Black students to justify stratified sampling. In the Indianapolis Public Schools, stratified samples for all four groups across the grade levels were drawn.

The instrument was administered within a school on given days with the assistance of a script in grades three and five (see Appendix B). The data were forwarded to the Indiana State Department of Education for preparation of a coded data tape. The decoding of student identification codes was maintained at the Indiana State Department of Education to prevent any risk of violation of confidentiality.

The longitudinal study also called for the solicitation of extensive demographic data during the first year. The school districts' Coordinators for Integrated Education were responsible for the collection of student demographic data using a survey provided by the researchers (see Appendix C). The districts collected the demographic data using various methods including mail, sending the form home with the student, or by direct collection by school district personnel.

Sample Demography

Population and Sample

The population of students from the six participating Metropolitan School Districts of Marion County included all Black non-resident and White resident students and when appropriate Black residents (i.e., Metropolitan School District of Lawrence Township) (including special education students classified as emotionally disturbed and learning disabled) in grades 3, 5, 7, 9 and 11. The sampling attempted to include 10 percent of the resident students and 30 percent of the non-resident students per grade level, provided that the number for both resident and non-resident students was a minimum of 30 students per grade level per school district. When necessary, to achieve 30 students per category the percent was adjusted upward. The random sample was taken from all buildings receiving non-resident students within the school districts with an attempt to achieve representative samples from all buildings.

The population of students from the Indianapolis Public Schools included Black and White transported and non-transported students in grades 3, 5, 7, 9 and 11. The sample was to include 60 students in each of the four demographic categories at each grade level.

The total number of students surveyed was 4,081. However, missing demographic data resulted in a smaller reported sample in some tables. The following seven tables present the breakdown of race, grade, sex and status for the sample.

TABLE 1
RACE BY STATUS

STATUS	RACE			
	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
RESIDENT	1901	90.4	377	22.3
NON-RESIDENT	203	9.6	1312	77.7
TOTAL	2104	100.0	1689	100.0

TABLE 2
RACE BY GRADE

GRADE	RACE			
	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	427	20.3	350	20.7
5	418	19.9	388	23.0
7	460	21.9	389	23.0
9	423	20.0	314	18.6
11	376	17.9	248	14.7
TOTAL	2104	100.0	1689	100.0

TABLE 3
STATUS BY GRADE

GRADE	STATUS			
	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	468	20.5	309	20.4
5	453	19.9	353	23.3
7	499	21.9	350	23.1
9	452	19.9	285	18.8
11	406	17.8	218	14.4
TOTAL	2278	100.0	1515	100.0

TABLE 4
STATUS BY RACE BY GRADE

GRADE	STATUS							
	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	372	19.6	96	25.5	55	27.1	254	19.3
5	355	18.7	98	26.0	63	31.0	290	22.1
7	418	22.0	81	21.5	42	20.7	308	23.5
9	396	20.8	56	14.8	27	13.3	258	19.7
11	360	18.9	46	12.2	16	7.9	202	15.4
TOTAL	1901	100.0	377	100.0	203	100.0	1312	100.0

TABLE 5
RACE BY SEX

SEX	RACE			
	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
FEMALE	1068	50.8	863	51.2
MALE	1034	49.2	824	48.8
TOTAL	2102	100.0	1687	100.0

TABLE 6
SEX BY GRADE

GRADE	SEX			
	FEMALE		MALE	
	NUMBER	PERCENT	NUMBER	PERCENT
3	377	19.5	400	21.5
5	423	21.9	382	20.6
7	422	21.8	427	23.0
9	368	19.1	368	19.8
11	341	17.7	281	15.1
TOTAL	1931	100.0	1858	100.0

TABLE 7
RACE BY SEX BY GRADE

GRADE	RACE							
	WHITE				BLACK			
	FEMALE		MALE		FEMALE		MALE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	207	19.4	220	21.3	170	19.7	180	21.9
5	214	20.0	203	19.6	209	24.2	179	21.7
7	228	21.4	232	22.4	194	22.5	195	23.7
9	205	19.2	217	21.0	163	18.9	151	18.3
11	214	20.0	162	15.7	127	14.7	119	14.4
TOTAL	1068	100.0	1034	100.0	863	100.0	824	100.0

Demographic Data

There was an attempt to collect additional demographic data for each respondent on the following variables: Father's Highest Level of Education (if in the home), Father's Occupation (if in the home), Mother's Highest Level of Education (if in the home), Mother's Occupation (if in the home), Travel Method to and from School and Total Travel Time. The decision was made by the researchers not to report a summary of the demographic data on a variable where more than thirty-five percent of the co-mingled data was missing. Therefore, no summary of data involving these variables will be reported at this time.

RESULTS

Introduction to Data Analyses

The data from the Student Needs Assessment Instrument were subjected to a series of statistical analyses; the results of these analyses follow. In step 1 each item was studied to note any patterns of differences among the four status groups over the five grade levels. The four groups, it will be recalled, are:

Black Non-Resident: These are Black students who are transported for purposes of desegregation. In each of the Marion County School Districts they are by definition non-residents. There are also Black students transported within Indianapolis Public Schools (IPS) for purposes of desegregation. While they are residents within the IPS system, they are clustered with non-residents to assess the overall impact of attending a school district outside one's own normal school district.

Black Resident: These are Black Students who attend the assigned school within their own district.

White Non-Resident: These are White students who are transported out of their normal school for the purpose of desegregation. All White non-resident students were drawn from the Indianapolis Public Schools.

White Resident: These are White students who attend the assigned school within their own district.

Data for this year's study were gathered in grades 3, 5, 7, 9, and 11.

The results of the analyses conducted in Step 1 are presented in section IV-B. For each item a set of tables defining the percent of Black and White, resident and non-resident students who agreed with a statement is provided. Secondly, a comparable set of tables providing mean responses to the items is printed. These tables are accompanied by a short verbal summary of the results.

In Step 2, the instrument was submitted to a set of procedures to psychometrically verify the content validated scales. The information base drawn from 119 individual items is less informative than the information that may be gleaned from a valid set of scales which allow the individual items to converge into a smaller, meaningful data set. It should be noted that many of the negative items did not survive the process of content validation. Step 2 consisted of two stages. First the instrument was pilot tested in the South Bend, Indiana schools and the content validated scales defined in section III-B were tested. The scales were modified on the basis of these preliminary analyses and were then subjected to confirmatory data analyses using the data drawn from the Indianapolis and Marion county schools. The results of the analyses in Step 2 are presented in Section IV-D.

In Step 3 the nine scales were subjected to a series of two-way analyses of variance with Status Group and Grade Level serving as the dimensions of study. The results of those scale analyses are presented in Section IV-D.

1. It is a good idea for people of different races to be around each other.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	322	75.4	261	74.6
5	323	77.3	314	80.9
7	326	70.9	315	81.0
9	274	64.8	260	82.8
11	234	62.2	225	90.7
TOTAL	1479	70.3	1375	81.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	285	76.6	76	79.2	37	67.3	185	72.8
5	275	77.5	83	84.7	48	76.2	231	79.7
7	297	71.1	69	85.2	29	69.0	246	79.9
9	256	64.6	45	80.4	18	66.7	215	83.3
11	223	61.9	45	97.8	11	68.8	180	89.1
TOTAL	1336	70.3	318	84.4	143	70.4	1057	80.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	361	77.1	222	71.8
5	358	79.0	279	79.0
7	366	73.3	275	78.6
9	301	66.6	233	81.8
11	268	66.0	191	87.6
TOTAL	1654	72.6	1200	79.2

1. It is a good idea for people of different races to be around each other.

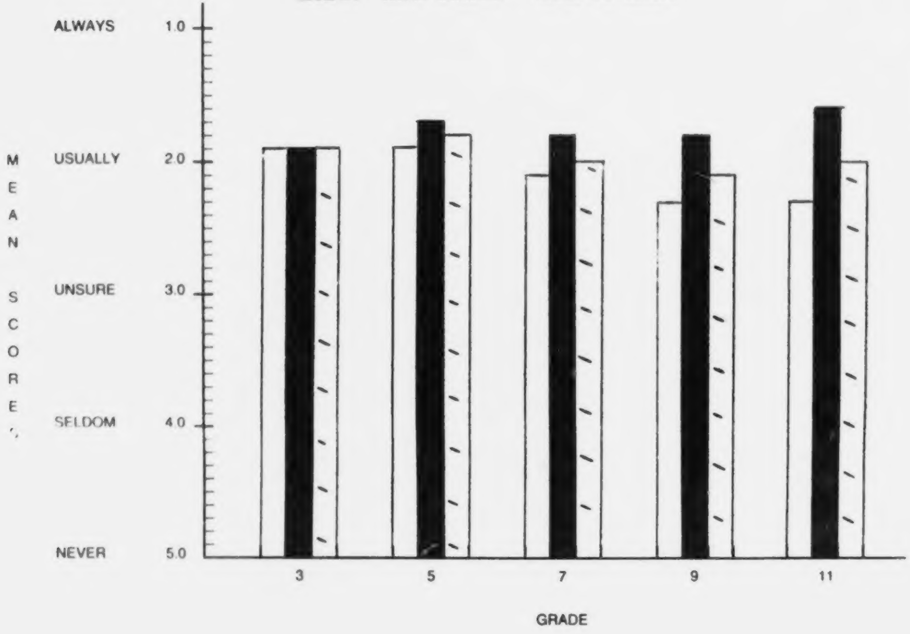
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.92	1.90	2.10	2.28	2.29	2.09
BLACK	1.92	1.74	1.80	1.82	1.59	1.78
OVERALL	1.92	1.82	1.96	2.09	2.01	1.96

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.87	1.89	2.08	2.29	2.30
BLACK RESIDENT	1.79	1.62	1.66	1.91	1.40
WHITE NON-RESIDENT	2.30	1.95	2.38	2.19	1.93
BLACK NON-RESIDENT	1.97	1.79	1.83	1.80	1.64

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 68.494, p < .001), grade (F = 6.383, p < .001) and the two-way interaction of race by grade (F = 3.882, p < .01). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels except in the third grade where the mean scores are equal.

LEGEND:

□	White
■	Black
▨	Overall

2. I associate with Black students and White students in the halls.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	275	64.4	253	72.3
5	301	72.0	305	78.6
7	382	83.0	335	86.1
9	338	79.9	280	89.2
11	276	73.4	223	89.9
TOTAL	1572	74.7	1396	82.7

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	231	62.1	71	74.0	44	80.1	182	71.7
5	257	72.4	83	84.7	44	69.8	222	76.6
7	348	83.3	71	87.7	34	81.0	264	85.7
9	316	79.8	50	89.3	22	81.5	230	89.1
11	262	72.8	44	95.7	14	87.5	179	88.6
TOTAL	1414	74.4	319	84.6	158	77.8	1077	82.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	302	64.5	226	73.1
5	340	75.1	266	75.4
7	419	84.0	298	85.1
9	366	81.0	252	88.4
11	306	75.4	193	88.5
TOTAL	1733	76.1	1235	81.5

2. I associate with Black students and White students in the halls.

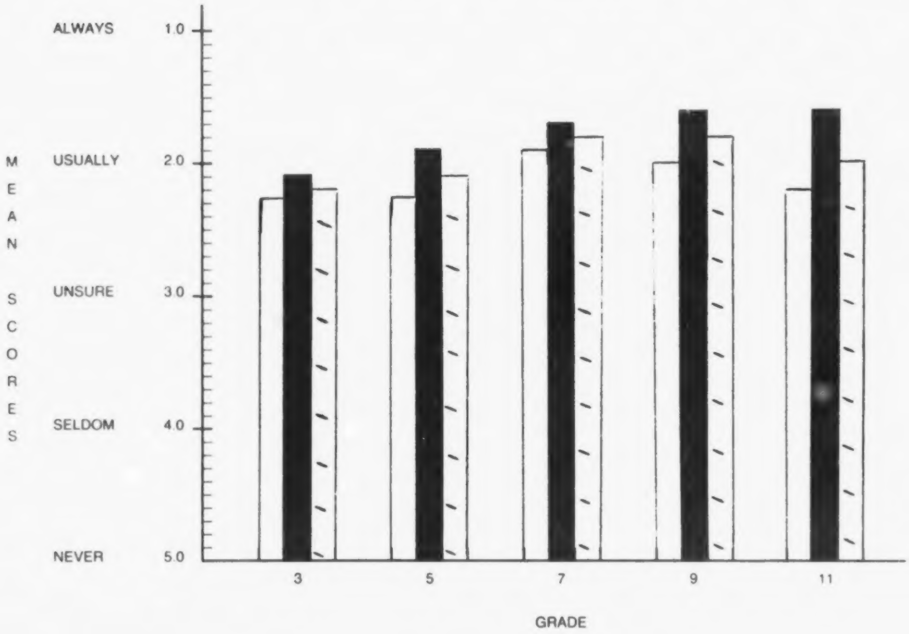
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.26	2.25	1.93	2.01	2.18	2.12
BLACK	2.11	1.93	1.67	1.61	1.62	1.80
OVERALL	2.20	2.10	1.81	1.84	1.96	1.98

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.32	2.24	1.94	2.01	2.21
BLACK RESIDENT	2.02	1.83	1.57	1.64	1.44
WHITE NON-RESIDENT	1.87	2.28	1.85	2.00	1.60
BLACK NON-RESIDENT	2.15	1.97	1.69	1.60	1.66

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 39.745, p < .001) and grade (F = 18.739, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

3. I like to have friends of a different race.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	342	80.1	284	81.1
5	347	83.0	333	85.8
7	366	79.6	357	91.8
9	312	73.8	285	90.8
11	264	70.2	227	91.5
TOTAL	1631	77.5	1486	88.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	300	80.6	83	86.5	42	76.4	201	79.1
5	296	83.4	88	89.8	51	81.0	245	84.5
7	332	79.4	73	90.1	34	81.0	284	92.2
9	290	73.2	50	89.3	22	81.5	235	91.1
11	250	69.4	42	91.3	14	87.5	185	91.6
TOTAL	1468	77.2	336	89.1	163	80.3	1150	87.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	383	81.8	243	78.6
5	384	84.8	296	83.9
7	405	81.2	318	90.9
9	340	75.2	257	90.2
11	292	71.9	199	91.3
TOTAL	1804	79.2	1313	86.7

3. I like to have friends of a different race.

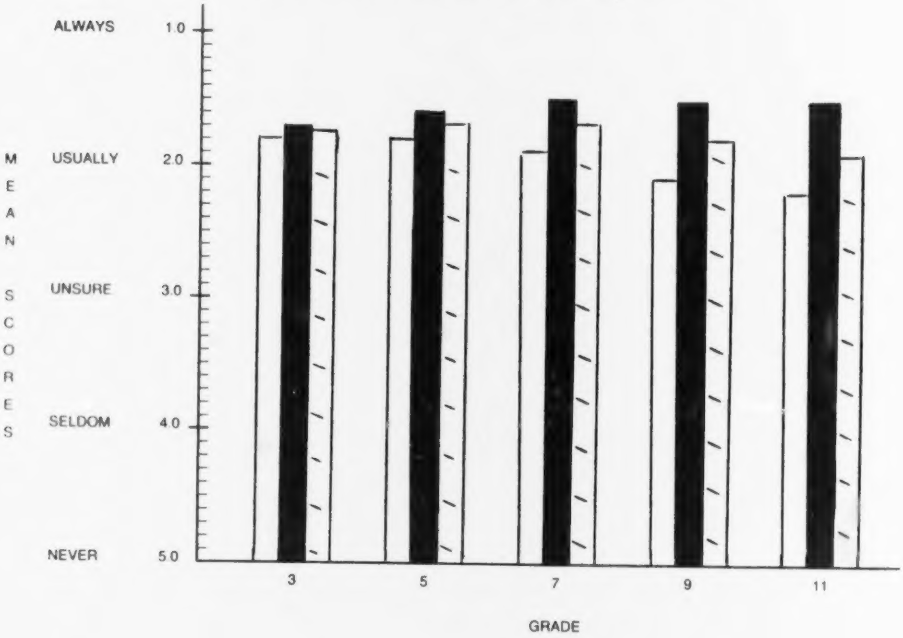
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.77	1.80	1.89	2.08	2.17	1.94
BLACK	1.72	1.57	1.46	1.51	1.49	1.55
OVERALL	1.75	1.69	1.69	1.84	1.90	1.77

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.77	1.81	1.90	2.10	2.21
BLACK RESIDENT	1.56	1.45	1.47	1.55	1.53
WHITE NON-RESIDENT	1.80	1.74	1.80	1.81	1.40
BLACK NON-RESIDENT	1.78	1.61	1.45	1.50	1.48

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 60.214, p < .001) and grade (F = 4.876, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

4. My friends would approve if I went home with a student of a different race.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	151	35.4	149	42.6
5	201	48.1	180	46.4
7	206	44.8	187	48.1
9	213	50.4	181	57.6
11	209	55.6	170	68.5
TOTAL	980	46.6	867	51.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	127	34.1	41	42.7	24	43.6	108	42.5
5	171	48.2	48	49.0	30	47.6	132	45.5
7	193	46.2	45	55.6	13	31.0	142	46.1
9	199	50.3	34	60.7	14	51.9	147	57.0
11	198	55.0	38	82.6	11	68.8	132	65.3
TOTAL	888	46.7	206	54.6	92	45.3	661	50.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	168	35.9	132	42.7
5	219	48.3	162	45.9
7	238	47.7	155	44.3
9	233	51.5	161	56.5
11	236	58.1	143	65.5
TOTAL	1094	48.0	753	49.7

4. My friends would approve if I went home with a student of a different race.

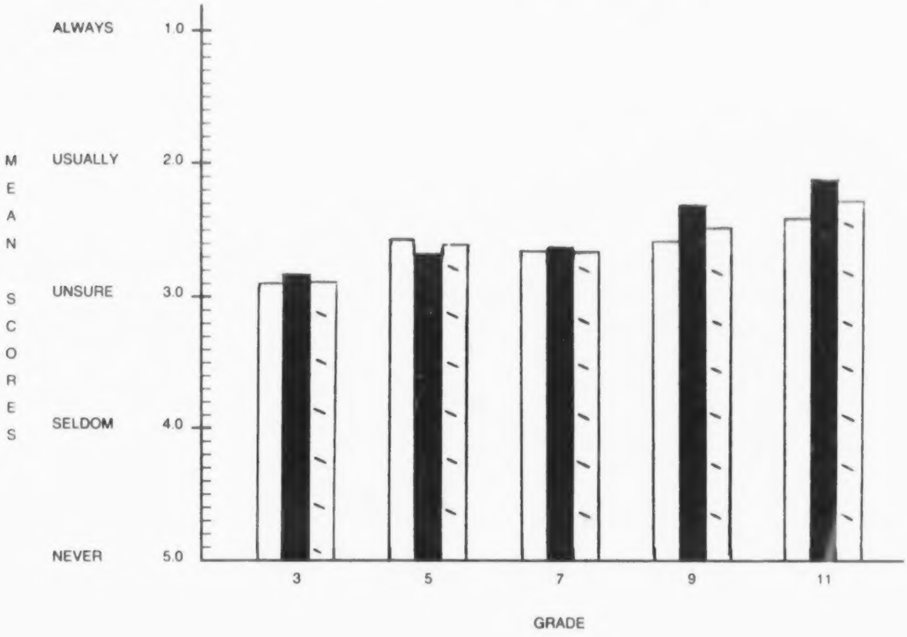
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.91	2.55	2.65	2.60	2.44	2.64
BLACK	2.84	2.66	2.63	2.34	2.14	2.55
OVERALL	2.88	2.60	2.64	2.49	2.32	2.60

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.93	2.52	2.62	2.62	2.47
BLACK RESIDENT	2.85	2.61	2.48	2.30	1.78
WHITE NON-RESIDENT	2.81	2.69	3.00	2.31	1.93
BLACK NON-RESIDENT	2.84	2.67	2.67	2.35	2.22

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 5.478, $p < .05$) and grade (F = 18.690, $p < .001$). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

5. Black students and White students attending the same school is a good idea.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	317	74.2	237	67.7
5	300	71.8	313	80.7
7	263	57.2	304	78.1
9	244	57.7	251	79.9
11	194	51.6	211	85.1
TOTAL	1318	62.6	1316	77.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	275	73.9	71	74.0	42	76.4	166	65.4
5	256	72.1	81	82.7	44	69.8	232	80.0
7	237	56.7	69	85.2	26	61.9	235	76.3
9	225	56.8	45	80.4	19	70.4	206	79.8
11	182	50.6	42	91.3	12	75.0	169	83.7
TOTAL	1175	61.8	308	81.7	143	70.4	1008	76.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	346	73.9	208	67.3
5	337	74.4	276	78.2
7	306	61.3	261	74.6
9	270	59.7	225	78.9
11	224	55.2	181	83.0
TOTAL	1483	65.1	1151	76.0

5. Black students and White students attending the same school is a good idea.

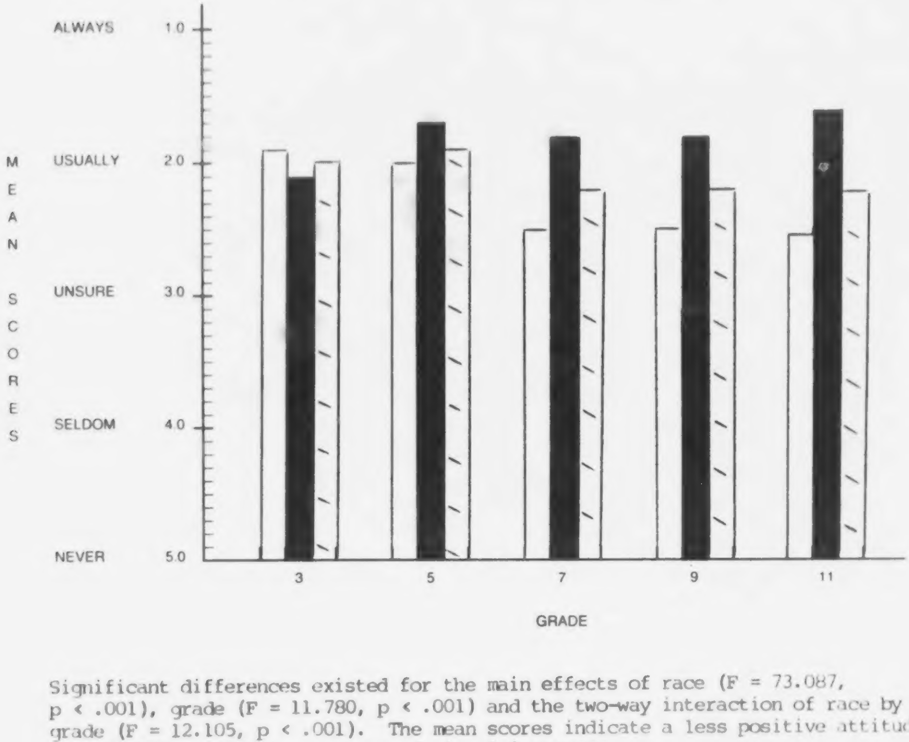
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.85	2.01	2.45	2.48	2.54	2.26
BLACK	2.10	1.70	1.84	1.80	1.63	1.82
OVERALL	1.96	1.86	2.17	2.20	2.17	2.07

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.85	2.01	2.45	2.50	2.57
BLACK RESIDENT	1.93	1.58	1.56	1.77	1.51
WHITE NON-RESIDENT	1.83	1.98	2.45	2.23	1.87
BLACK NON-RESIDENT	2.16	1.74	1.91	1.81	1.65

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 73.087, p < .001), grade (F = 11.780, p < .001) and the two-way interaction of race by grade (F = 12.105, p < .001). The mean scores indicate a less positive attitude for the White students as the grade level increases.

6. I have friends of a different race.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	322	75.4	267	76.3
5	335	80.1	358	92.3
7	399	86.7	359	92.3
9	335	79.2	284	90.4
11	291	77.4	234	94.4
TOTAL	1682	79.9	1502	88.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	278	74.7	74	77.1	44	80.0	193	76.0
5	288	81.1	94	95.9	47	74.6	264	91.0
7	364	87.1	70	86.4	35	83.3	289	93.8
9	313	79.0	53	94.6	22	81.5	231	89.5
11	277	76.9	44	95.7	14	87.5	190	94.1
TOTAL	1520	80.0	335	88.9	162	79.8	1167	88.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	352	75.2	237	76.7
5	382	84.3	311	88.1
7	434	87.0	324	92.6
9	366	81.0	253	88.8
11	321	79.1	204	93.6
TOTAL	1855	81.4	1329	87.7

6. I have friends of a different race.

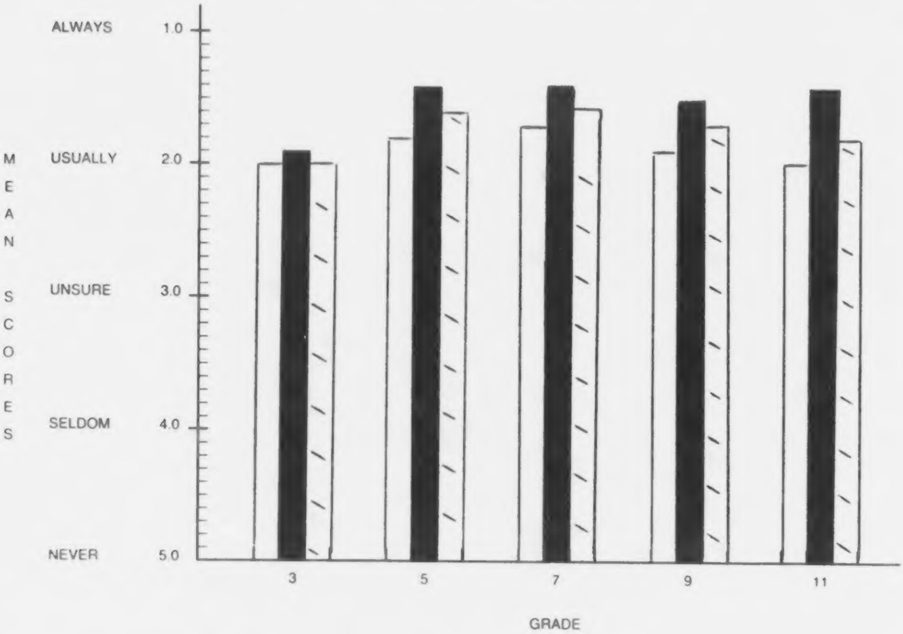
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.00	1.82	1.69	1.89	2.00	1.87
BLACK	1.93	1.39	1.40	1.46	1.37	1.52
OVERALL	1.96	1.62	1.56	1.71	1.75	1.72

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.99	1.82	1.69	1.90	20.2
BLACK RESIDENT	1.94	1.29	1.44	1.35	1.27
WHITE NON-RESIDENT	2.05	1.87	1.71	1.74	1.67
BLACK NON-RESIDENT	1.92	1.42	1.39	1.49	1.39

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 61.334, p > .001), grade (F = 18.429, p < .001) and the two-way interaction of race by grade (F = 3.968, p < .01). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels.

7. I would like to live in a neighborhood that has both White families and Black families.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	229	53.6	201	57.4
5	202	48.3	285	73.5
7	139	30.2	249	64.0
9	135	31.9	211	67.2
11	83	22.1	188	75.8
TOTAL	788	37.5	1134	67.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	196	52.7	67	69.8	33	60.0	134	52.8
5	165	46.5	72	73.5	37	58.7	213	73.4
7	124	29.7	52	64.2	15	35.7	197	64.0
9	122	30.8	36	64.3	13	48.1	175	67.8
11	76	21.1	38	82.6	7	43.8	150	74.3
TOTAL	683	35.9	265	70.3	105	51.7	869	66.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	263	56.2	167	54.0
5	237	52.3	250	70.8
7	176	35.3	212	60.6
9	158	35.0	188	66.0
11	114	28.1	157	72.0
TOTAL	948	41.6	974	64.3

7. I would like to live in a neighborhood that has both White families and Black families.

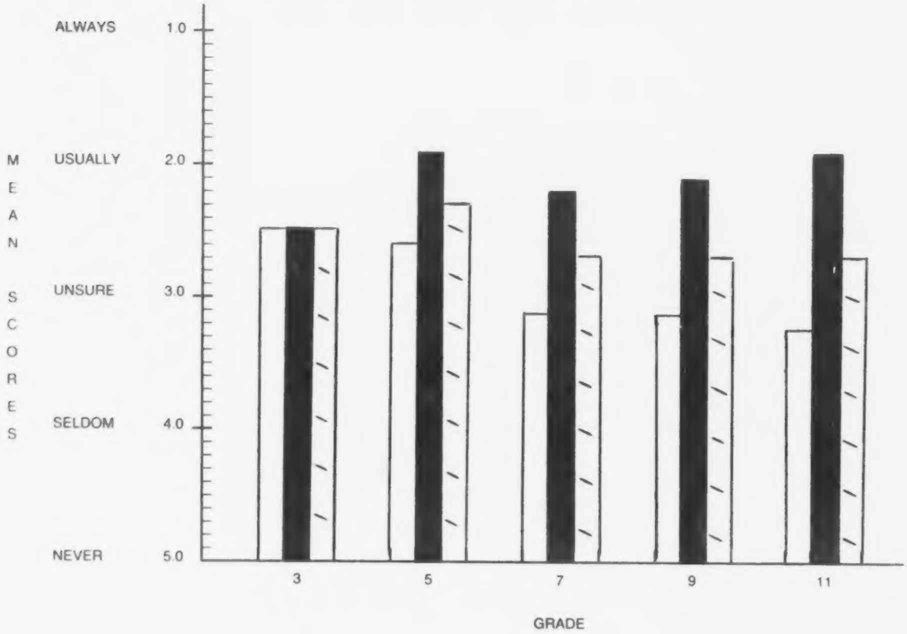
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.48	2.63	3.14	3.15	3.25	2.93
BLACK	2.50	1.87	2.20	2.13	1.93	2.13
OVERALL	2.49	2.27	2.71	2.72	2.73	2.58

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.48	2.69	3.14	3.18	3.27
BLACK RESIDENT	2.05	1.76	2.19	2.11	1.70
WHITE NON-RESIDENT	2.51	2.26	3.07	2.78	2.73
BLACK NON-RESIDENT	2.66	1.90	2.20	2.13	1.98

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 175.735, p < .001), grade (F = 16.183, p < .001) and the two-way interaction of race by grade (F = 8.496, p < .001). The mean scores indicate a less positive attitude for the White students as the grade level increases.

8. Students of a different race than I receive special treatment in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	145	34.0	166	47.4
5	106	25.4	137	35.3
7	92	20.0	117	30.1
9	101	23.9	78	24.8
11	104	27.7	70	28.2
TOTAL	548	26.0	568	33.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	118	31.7	41	42.7	27	49.1	125	49.2
5	94	26.5	25	25.5	12	19.0	112	38.6
7	85	20.3	19	23.5	7	16.7	98	31.8
9	98	24.7	7	12.5	3	11.1	71	27.5
11	100	27.8	10	21.7	4	25.0	60	29.7
TOTAL	495	26.0	102	27.1	53	26.1	466	35.5

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	159	34.0	152	49.2
5	119	26.3	124	35.1
7	104	20.8	105	30.0
9	105	23.2	74	26.0
11	110	27.1	64	29.4
TOTAL	597	26.2	519	34.3

8. Students of a different race than I receive special treatment in my school.

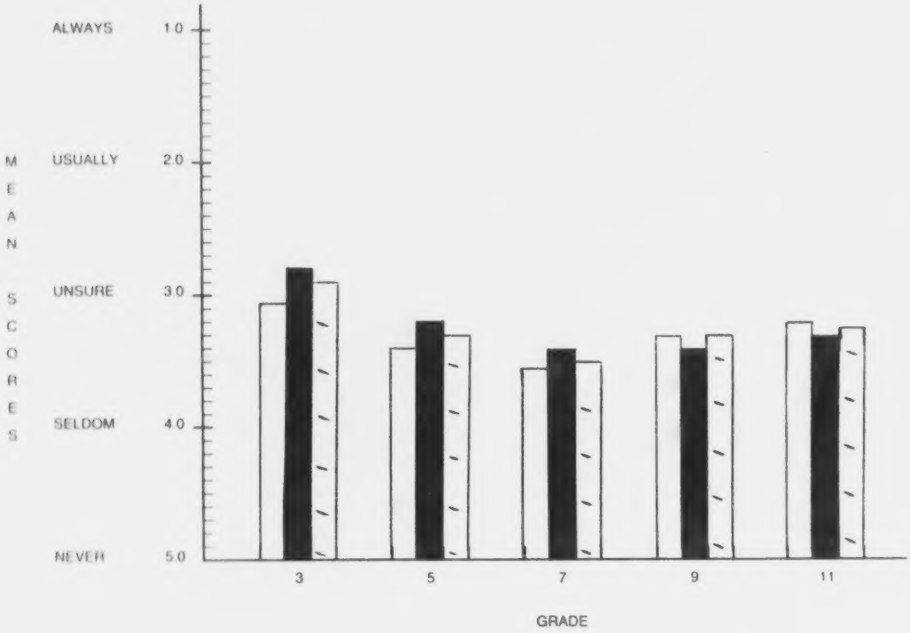
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.05	3.41	3.56	3.32	3.24	3.32
BLACK	2.77	3.21	3.36	3.35	3.25	3.18
OVERALL	2.92	3.31	3.47	3.33	3.25	3.26

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.09	3.38	3.56	3.31	3.23
BLACK RESIDENT	2.80	3.38	3.52	3.58	3.52
WHITE NON-RESIDENT	2.78	3.62	3.56	3.56	3.47
BLACK NON-RESIDENT	2.75	3.15	3.31	3.30	3.19

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 18.453, p < .001). The mean scores do not indicate a trend for the grades.

9. My parents would approve of my being in the same class with students of a different race.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	240	56.2	192	54.9
5	309	73.9	277	71.4
7	358	77.8	293	75.3
9	334	79.0	269	85.7
11	310	82.4	220	88.7
TOTAL	1551	73.7	1251	74.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	202	54.3	57	59.4	38	69.1	135	53.1
5	267	75.2	70	71.4	42	66.7	207	71.4
7	327	78.2	58	71.6	31	73.8	235	76.3
9	313	79.0	50	89.3	21	77.8	219	84.9
11	297	82.5	43	93.5	13	81.3	177	87.6
TOTAL	1406	74.0	278	73.7	145	71.4	973	74.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	259	55.3	173	56.0
5	337	74.4	249	70.5
7	385	77.2	266	76.0
9	363	80.3	240	84.2
11	340	83.7	190	87.2
TOTAL	1684	73.9	1118	73.8

9. My parents would approve of my being in the same class with students of a different race.

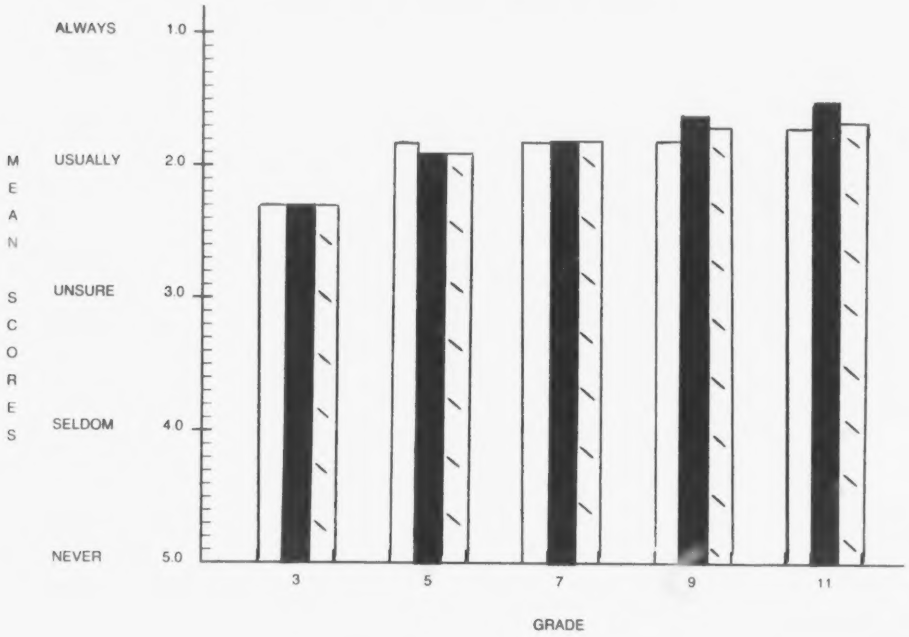
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.29	1.84	1.83	1.82	1.74	1.91
BLACK	2.32	1.90	1.79	1.56	1.51	1.84
OVERALL	2.30	1.87	1.81	1.71	1.65	1.88

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.34	1.80	1.83	1.82	1.75
BLACK RESIDENT	2.21	1.84	1.83	1.35	1.27
WHITE NON-RESIDENT	1.96	2.03	1.85	1.93	1.53
BLACK NON-RESIDENT	2.35	1.92	1.78	1.60	1.57

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race ($F = 4.484$, $p < .05$), grade ($F = 38.436$, $p < .001$) and the two-way interaction of race by grade ($F = 2.854$, $p < .05$). The mean scores indicate a more positive attitude for both Black students and White students as the grade level increases.

10. This year Black students and White students are getting along better in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	303	71.0	244	69.7
5	273	65.3	282	72.7
7	238	51.7	222	57.1
9	208	49.2	163	51.9
11	188	50.0	161	64.9
TOTAL	1210	57.5	1072	63.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	270	72.6	72	75.0	33	60.0	172	67.7
5	234	65.9	68	69.4	39	61.9	214	73.8
7	220	52.6	44	54.3	18	42.9	178	57.8
9	197	49.7	24	42.9	11	40.7	139	53.9
11	181	50.3	32	69.6	7	43.8	129	63.9
TOTAL	1102	58.0	240	63.7	108	53.2	832	63.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	342	73.1	205	66.3
5	302	66.7	253	71.7
7	264	52.9	196	56.0
9	221	48.9	150	52.6
11	213	52.5	136	62.4
TOTAL	1342	58.9	940	62.0

10. This year Black students and White students are getting along better in my school.

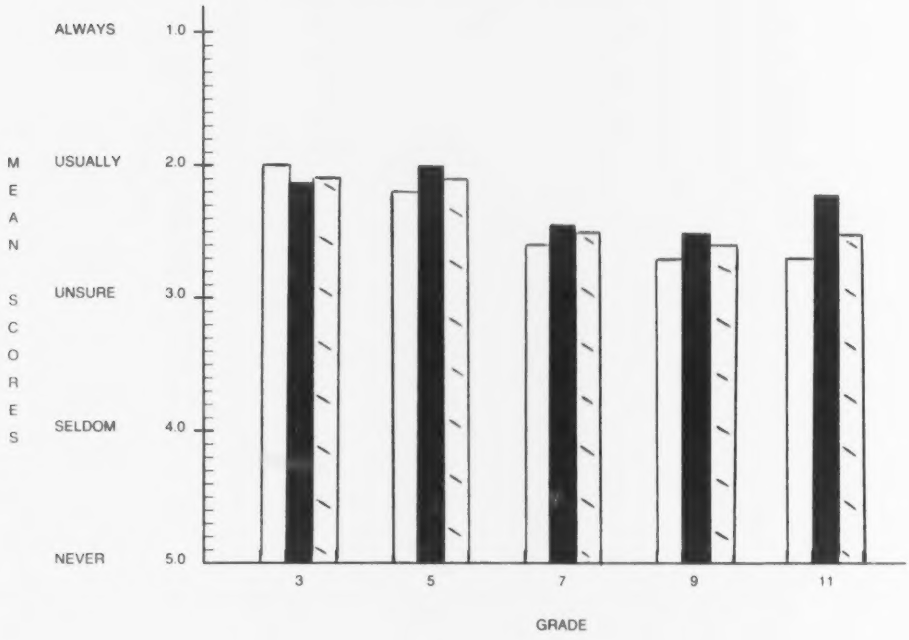
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.04	2.23	2.63	2.69	2.69	2.45
BLACK	2.14	1.96	2.45	2.53	2.22	2.25
OVERALL	2.08	2.10	2.54	2.62	2.50	2.36

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.00	2.22	2.60	2.68	2.68
BLACK RESIDENT	1.95	1.91	2.48	2.55	2.14
WHITE NON-RESIDENT	2.29	2.30	2.90	2.74	2.80
BLACK NON-RESIDENT	2.21	1.98	2.44	2.52	2.24

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 23.114, p < .001) and grade (F = 36.616, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

11. The teachers in my school approve of Black students and White students attending school together.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	268	62.8	227	64.9
5	265	63.4	235	60.6
7	250	54.3	221	56.8
9	246	58.2	185	58.9
11	198	52.7	118	47.6
TOTAL	1227	58.3	986	58.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	233	62.6	63	65.6	35	63.6	164	64.6
5	226	63.7	56	57.1	39	61.9	179	61.7
7	224	53.6	54	66.7	26	61.9	167	54.2
9	231	58.3	36	64.3	15	55.6	149	57.8
11	185	51.4	31	67.4	13	81.3	87	43.1
TOTAL	1099	57.8	240	63.7	128	63.1	746	56.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	296	63.2	199	64.4
5	282	62.3	218	61.8
7	278	55.7	193	55.1
9	267	59.1	164	57.5
11	216	53.2	100	45.9
TOTAL	1339	58.8	874	57.7

11. The teachers in my school approve of Black students and White students attending school together.

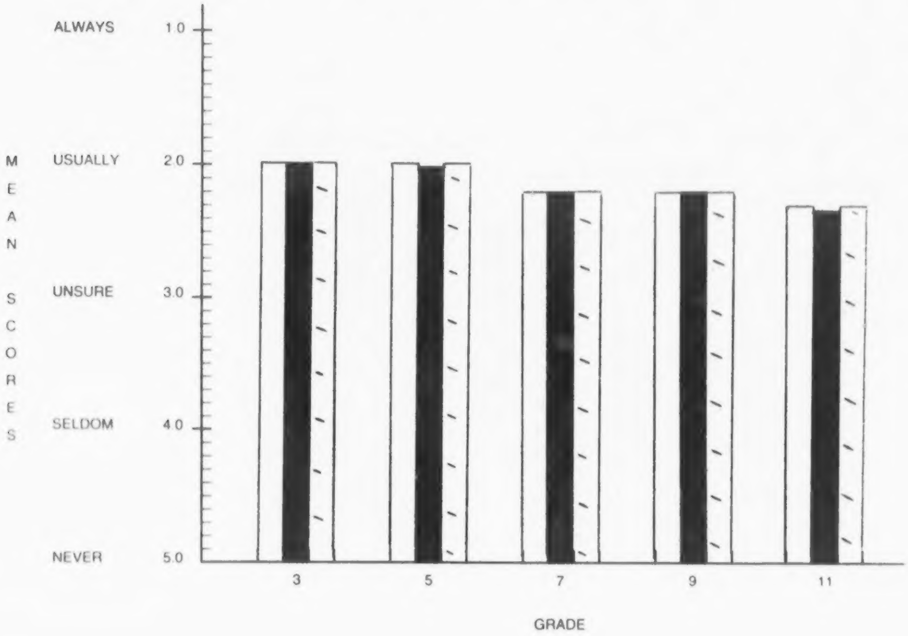
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.96	1.96	2.16	2.20	2.28	2.11
BLACK	1.96	2.01	2.17	2.19	2.34	2.12
OVERALL	1.96	1.98	2.16	2.19	2.30	2.11

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.96	1.96	2.18	2.19	2.30
BLACK RESIDENT	1.89	1.96	1.92	2.02	1.93
WHITE NON-RESIDENT	2.00	1.97	1.95	2.27	1.88
BLACK NON-RESIDENT	1.99	2.03	2.23	2.23	2.43

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 14.226, p < .001). The mean scores indicate a less positive attitude among the students as the grade level increases.

12. Students of different races have the chance to learn as much as each other.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	351	82.2	263	75.1
5	367	87.8	288	74.2
7	405	88.0	320	82.3
9	359	84.9	260	82.8
11	315	83.8	208	83.5
TOTAL	1797	85.4	1339	79.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	306	82.3	75	78.1	45	81.8	188	74.0
5	315	88.7	81	82.7	52	82.5	207	71.4
7	374	89.5	69	85.2	31	73.8	251	81.5
9	336	84.8	48	85.7	23	85.2	212	82.2
11	303	84.2	35	76.1	12	75.0	172	85.1
TOTAL	1634	86.0	308	81.7	163	80.3	1030	78.5

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	381	81.4	233	75.4
5	396	87.4	259	73.4
7	443	88.8	282	80.6
9	384	85.0	235	82.5
11	338	83.3	184	84.4
TOTAL	1942	85.3	1193	78.7

12. Students of different races have the chance to learn as much as each other.

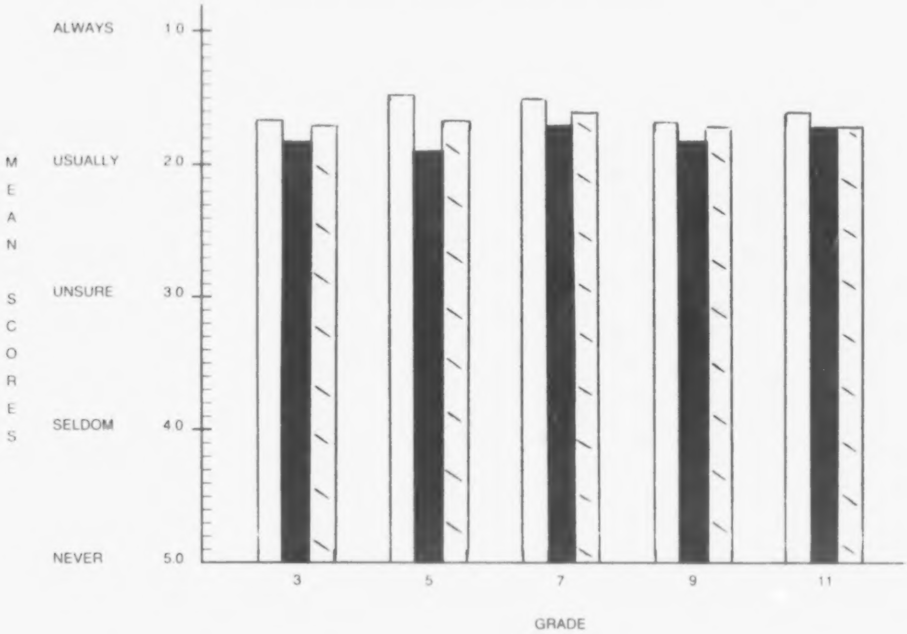
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.65	1.46	1.53	1.68	1.63	1.59
BLACK	1.84	1.86	1.71	1.79	1.71	1.79
OVERALL	1.73	1.65	1.61	1.73	1.66	1.68

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.64	1.44	1.51	1.69	1.61
BLACK RESIDENT	1.73	1.61	1.59	1.70	1.87
WHITE NON-RESIDENT	1.71	1.60	1.65	1.62	1.94
BLACK NON-RESIDENT	1.89	1.94	1.74	1.81	1.67

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 7.380, $p < .01$) and grade (F = 2.501, $p < .05$). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

13. I like to attend school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	323	75.6	244	69.7
5	309	73.9	298	76.8
7	358	77.8	300	77.1
9	328	77.5	235	74.8
11	278	73.9	190	76.6
TOTAL	1596	75.9	1267	75.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	284	76.3	71	74.0	39	70.9	173	68.1
5	271	76.3	71	72.4	38	60.3	227	78.3
7	329	78.7	66	81.5	29	69.0	234	76.0
9	309	78.0	43	76.8	19	70.4	192	74.4
11	267	74.2	41	89.1	11	68.8	149	73.8
TOTAL	1460	76.8	292	77.5	136	67.0	975	74.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	355	75.9	212	68.6
5	342	75.5	265	75.1
7	395	79.2	263	75.1
9	352	77.9	211	74.0
11	308	75.9	160	73.4
TOTAL	1752	76.9	1111	73.3

13. I like to attend school.

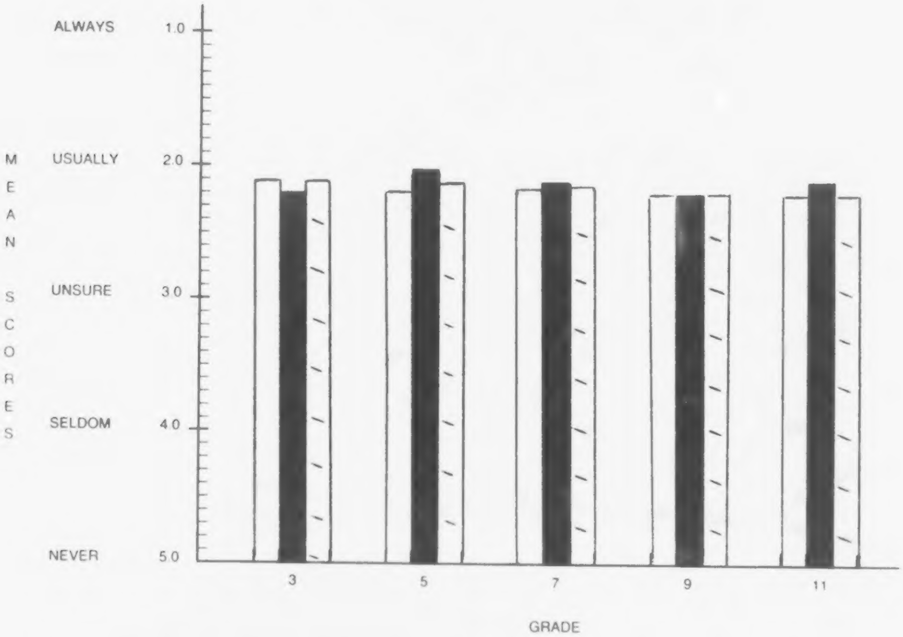
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.09	2.21	2.17	2.24	2.24	2.19
BLACK	2.18	2.03	2.13	2.19	2.11	2.13
OVERALL	2.13	2.13	2.15	2.22	2.19	2.16

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.07	2.16	2.14	2.23	2.23
BLACK RESIDENT	1.99	2.16	1.99	2.11	1.93
WHITE NON-RESIDENT	2.24	2.50	2.47	2.38	2.44
BLACK NON-RESIDENT	2.26	1.99	2.17	2.21	2.15

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of race (F = 9.512, $p < .01$). The mean scores indicate a more positive attitude for the Black students.

14. I want to attend this school district.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	327	76.6	232	66.3
5	316	75.6	233	60.1
7	377	82.0	199	51.2
9	337	79.7	155	49.4
11	318	84.6	145	58.5
TOTAL	1675	79.6	964	57.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	293	78.8	64	66.7	34	61.8	168	66.1
5	286	80.6	72	73.5	30	47.6	161	55.5
7	351	84.0	55	67.9	26	61.9	144	46.8
9	321	81.1	36	64.3	16	59.3	119	46.1
11	305	84.7	37	80.4	13	81.3	108	53.5
TOTAL	1556	81.9	264	70.0	119	58.6	700	53.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	357	76.3	202	65.4
5	358	79.0	191	54.1
7	406	81.4	170	48.6
9	357	79.0	135	47.4
11	342	84.2	121	55.5
TOTAL	1820	79.9	819	54.1

14. I want to attend this school district.

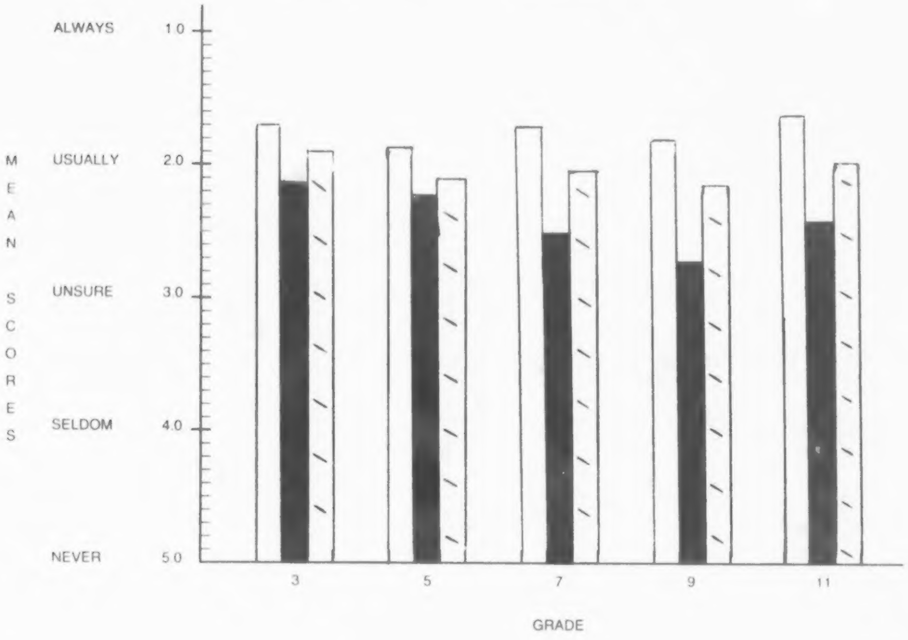
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.70	1.85	1.65	1.78	1.64	1.73
BLACK	2.16	2.26	2.51	2.69	2.43	2.40
OVERALL	1.91	2.05	2.04	2.16	1.96	2.13

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.62	1.70	1.60	1.74	1.62
BLACK RESIDENT	2.11	1.94	1.90	2.25	1.91
WHITE NON-RESIDENT	2.27	2.73	2.13	2.35	2.00
BLACK NON-RESIDENT	2.17	2.37	2.67	2.79	2.55

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 25.901, p < .001), grade (F = 4.663, p < .001) and the three-way interaction of race by status by grade (F = 2.658, p < .05). The mean scores indicate a more positive attitude among White resident and Black resident students as compared to their non-resident counterparts.

15. School is fun.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	300	70.3	223	63.7
5	260	62.2	260	67.0
7	292	63.5	245	63.0
9	262	61.9	189	60.2
11	231	61.4	155	62.5
TOTAL	1345	63.9	1072	63.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	271	72.8	63	64.6	29	52.7	161	63.4
5	225	63.4	62	63.3	35	55.6	198	68.3
7	271	64.8	47	58.0	21	50.0	198	64.3
9	249	62.9	34	60.7	13	48.1	155	60.1
11	223	61.9	33	71.7	8	50.0	122	60.4
TOTAL	1239	65.2	239	63.1	106	52.2	834	63.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	333	71.2	190	61.5
5	287	63.4	233	66.0
7	318	63.7	219	62.6
9	283	62.6	168	58.9
11	256	63.1	130	59.6
TOTAL	1477	64.8	940	62.0

15. School is fun.

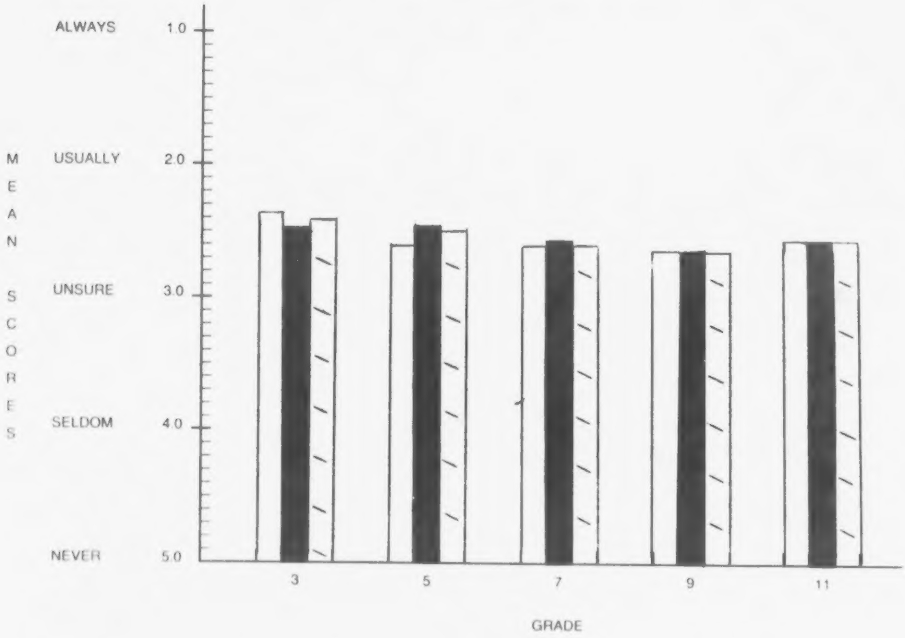
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.36	2.60	2.60	2.63	2.55	2.55
BLACK	2.45	2.44	2.55	2.63	2.55	2.52
OVERALL	2.40	2.52	2.58	2.63	2.55	2.53

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.27	2.55	2.56	2.61	2.54
BLACK RESIDENT	2.38	2.53	2.63	2.64	2.42
WHITE NON-RESIDENT	2.93	2.82	3.05	3.00	2.81
BLACK NON-RESIDENT	2.47	2.41	2.52	2.63	2.58

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 5.708, p < .05) and grade (F = 3.605, p < .01). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

16. I have enough time to finish my homework.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	375	87.8	295	83.4
5	337	80.6	319	82.2
7	359	78.0	282	72.5
9	303	71.6	226	72.0
11	220	58.5	188	75.8
TOTAL	1594	75.8	1307	77.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	329	88.4	85	88.5	46	83.6	207	81.5
5	288	81.1	83	84.7	49	77.8	236	81.4
7	323	77.3	60	74.1	36	85.7	222	72.1
9	285	72.0	50	89.3	18	66.7	176	68.2
11	207	57.5	41	89.1	13	81.3	147	72.8
TOTAL	1432	75.3	319	84.6	162	79.8	988	75.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	414	88.5	253	81.9
5	371	81.9	285	80.7
7	383	76.8	258	73.7
9	335	74.1	194	68.1
11	248	61.1	160	73.4
TOTAL	1751	76.9	1150	75.9

16. I have enough time to finish my homework.

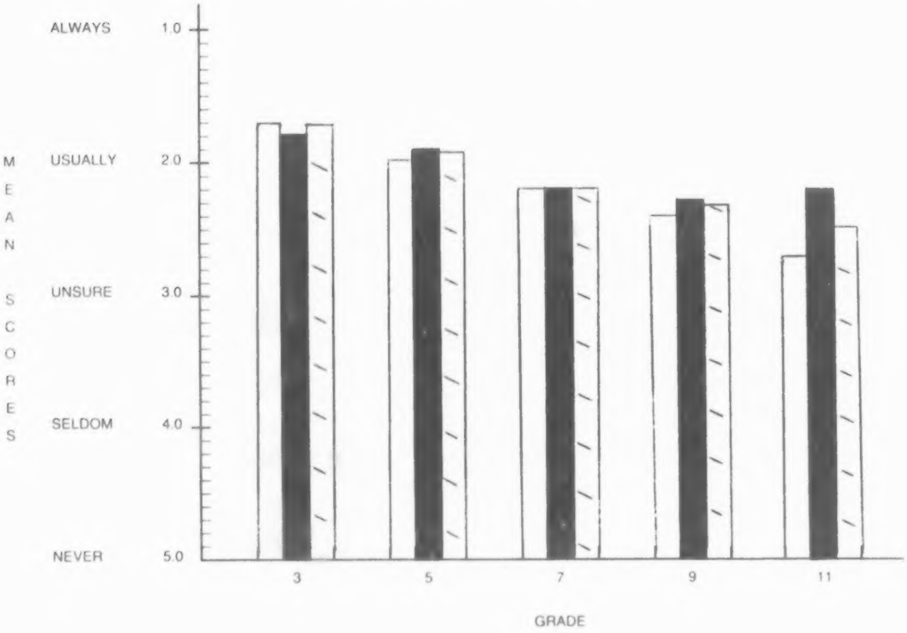
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.69	2.00	2.15	2.37	2.66	2.16
BLACK	1.76	1.86	2.15	2.26	2.19	2.03
OVERALL	1.72	1.93	2.15	2.32	2.47	2.10

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.68	1.99	2.16	2.37	2.69
BLACK RESIDENT	1.68	1.77	2.03	1.84	1.68
WHITE NON-RESIDENT	1.75	2.03	1.98	2.41	2.00
BLACK NON-RESIDENT	1.79	1.89	2.18	2.35	2.31

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 13.079, p < .001), grade (F = 47.626, p < .001), the two way interaction of race by grade (F = 3.832, p < .01) and the three-way interaction of race by status by grade (F = 2.884, p < .05). Although a significant difference existed among the four groups, the mean scores do not indicate a trend.

17. I feel proud of my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	364	85.2	267	76.3
5	323	77.3	266	68.6
7	381	82.8	240	61.7
9	324	76.6	175	55.7
11	308	81.9	170	68.5
TOTAL	1700	80.8	1118	66.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	324	87.1	75	78.1	40	72.7	192	75.6
5	281	79.2	68	69.4	42	66.7	198	68.3
7	347	83.0	51	63.0	34	81.0	189	61.4
9	309	78.0	34	60.7	15	55.6	141	54.7
11	299	83.1	34	73.9	9	56.3	136	67.3
TOTAL	1560	82.1	262	69.5	140	69.0	856	65.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	399	85.3	232	75.1
5	349	77.0	240	68.0
7	398	79.8	223	63.7
9	343	75.9	156	54.7
11	333	82.0	145	66.5
TOTAL	1822	80.0	996	65.7

17. I feel proud of my school.

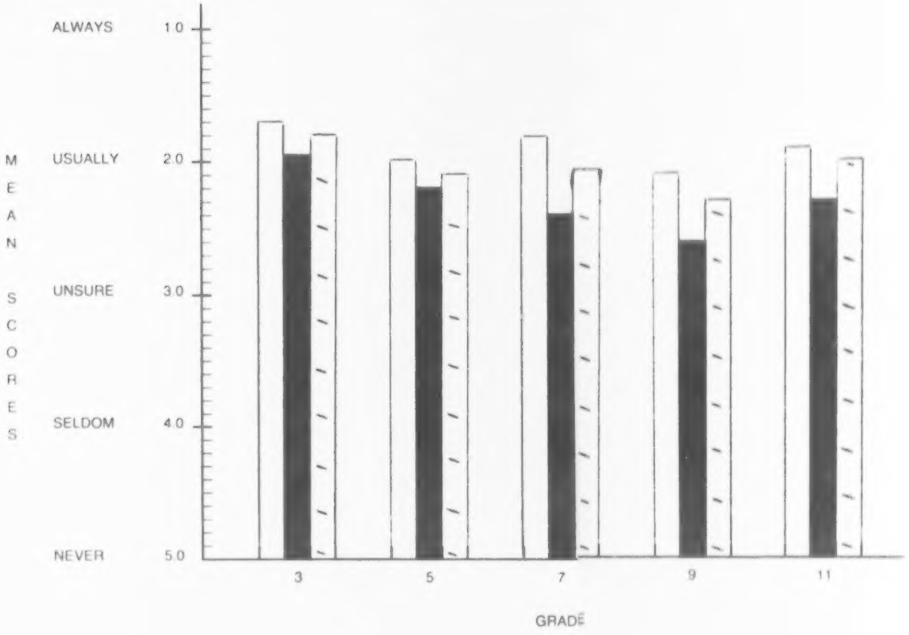
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.68	1.99	1.80	2.05	1.85	1.87
BLACK	1.95	2.20	2.37	2.59	2.26	2.27
OVERALL	1.80	2.09	2.06	2.28	2.01	2.05

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.61	1.94	1.77	2.01	1.81
BLACK RESIDENT	1.94	2.16	2.29	2.43	2.20
WHITE NON-RESIDENT	2.17	2.27	2.05	2.67	2.81
BLACK NON-RESIDENT	1.96	2.21	2.39	2.62	2.27

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 19.581, p < .001) and grade (F = 16.937, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

18. I want to be involved in school activities.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	376	88.1	305	87.1
5	367	87.8	348	89.7
7	378	82.2	332	85.3
9	309	73.0	248	79.0
11	275	73.1	176	71.0
TOTAL	1705	81.0	1409	83.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	325	87.4	83	86.5	51	92.7	222	87.4
5	318	89.6	84	85.7	49	77.8	264	91.0
7	345	82.5	72	88.9	33	78.6	260	84.4
9	290	73.2	45	80.4	19	70.4	203	78.7
11	265	73.6	34	73.9	10	62.5	142	70.3
TOTAL	1543	81.2	318	84.4	162	79.8	1091	83.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	408	87.2	273	88.3
5	402	88.7	313	88.7
7	417	83.6	293	83.7
9	335	74.1	220	77.9
11	299	73.6	152	69.7
TOTAL	1861	81.7	1251	82.7

18. I want to be involved in school activities.

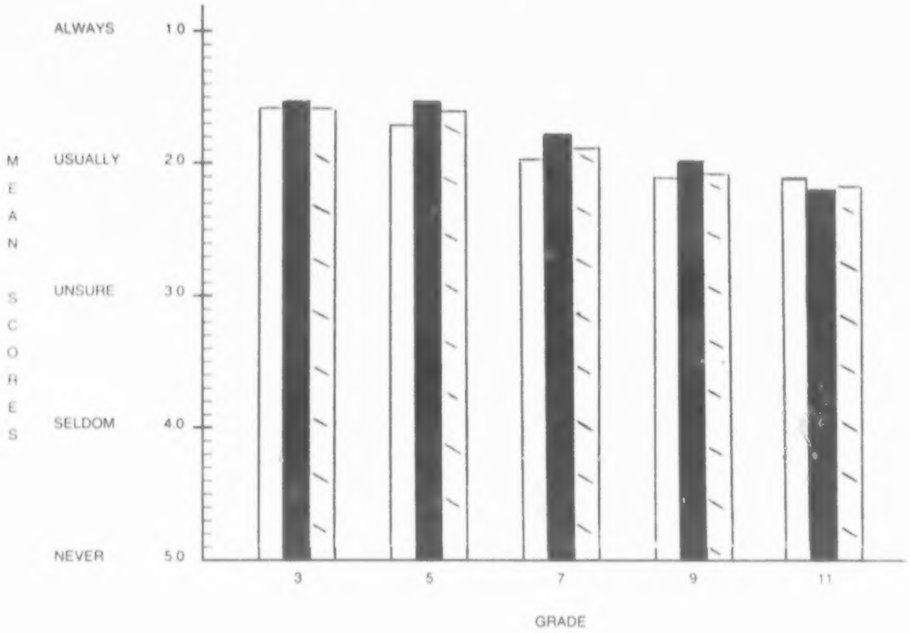
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.57	1.72	1.96	2.13	2.14	1.90
BLACK	1.53	1.53	1.78	1.98	2.23	1.78
OVERALL	1.56	1.63	1.88	2.07	2.18	1.85

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.59	1.67	1.97	2.12	2.13
BLACK RESIDENT	1.59	1.69	1.72	2.04	2.09
WHITE NON-RESIDENT	1.45	2.00	1.93	2.33	2.44
BLACK NON-RESIDENT	1.51	1.48	1.80	1.97	2.26

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.098, p < .05) and grade (F = 48.097, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

19. I learn a lot at school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	400	93.7	315	90.0
5	383	91.6	358	92.3
7	402	87.4	347	89.2
9	347	82.0	273	86.9
11	310	82.4	211	85.1
TOTAL	1842	87.5	1504	89.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	352	94.6	87	90.6	48	87.3	228	89.8
5	328	92.4	92	93.9	55	87.3	266	91.7
7	371	88.8	72	88.9	31	73.8	275	89.3
9	326	82.3	51	91.1	21	77.8	222	86.0
11	297	82.5	37	80.4	13	81.3	174	86.1
TOTAL	1674	88.1	339	89.9	168	82.8	1165	88.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	439	93.8	276	89.3
5	420	92.7	321	90.9
7	443	88.8	306	87.4
9	377	83.4	243	85.3
11	334	82.3	187	85.8
TOTAL	2013	88.4	1333	88.0

19. I learn a lot at school.

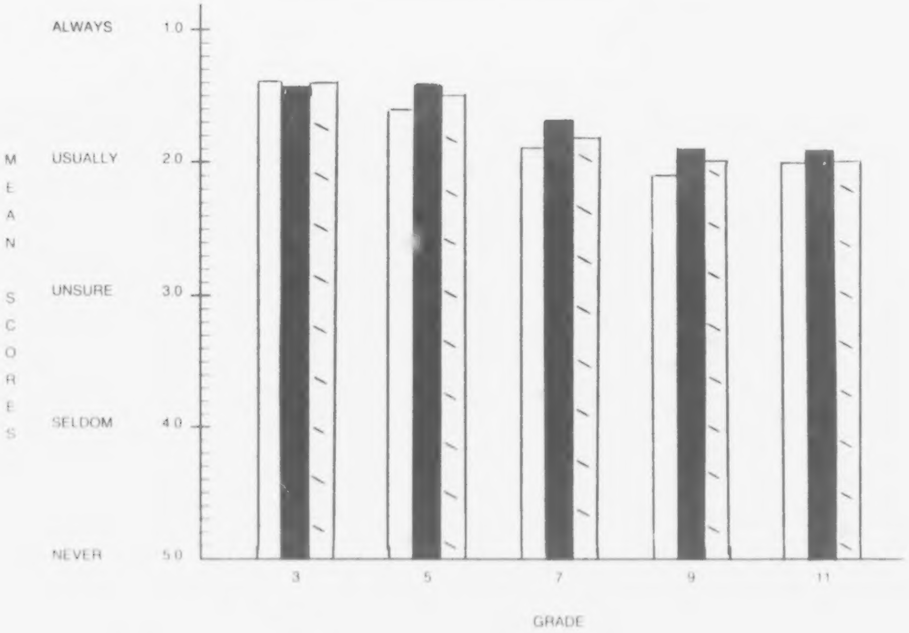
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.40	1.60	1.89	2.08	2.03	1.79
BLACK	1.46	1.42	1.71	1.92	1.93	1.66
OVERALL	1.42	1.52	1.81	2.01	1.99	1.74

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.39	1.62	1.85	2.08	2.01
BLACK RESIDENT	1.38	1.32	1.64	1.82	2.05
WHITE NON-RESIDENT	1.45	1.49	2.24	2.07	2.31
BLACK NON-RESIDENT	1.49	1.46	1.73	1.94	1.90

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 19.575, p < .001), grade (F = 75.707, p < .001) and the three-way interaction of race by status by grade (F = 2.513, p < .05). Although a significant difference existed among the four groups, the mean scores do not indicate a trend.

20. I think that what I am learning will help me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	386	90.4	301	86.0
5	377	90.2	352	90.7
7	416	90.4	357	91.8
9	355	83.9	280	89.2
11	326	86.7	222	89.5
TOTAL	1860	88.4	1512	89.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	337	90.6	85	88.5	49	89.1	216	85.0
5	325	91.5	88	89.8	52	82.5	264	91.0
7	380	90.9	70	86.4	36	85.7	287	93.2
9	334	84.3	53	94.6	21	77.8	227	88.0
11	313	86.9	38	82.6	13	81.3	184	91.1
TOTAL	1689	88.8	334	88.6	171	84.2	1178	89.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	422	90.2	265	85.8
5	413	91.2	316	89.5
7	450	90.2	323	92.3
9	387	85.6	248	87.0
11	351	86.5	197	90.4
TOTAL	2023	88.8	1349	89.0

20. I think what I am learning will help me.

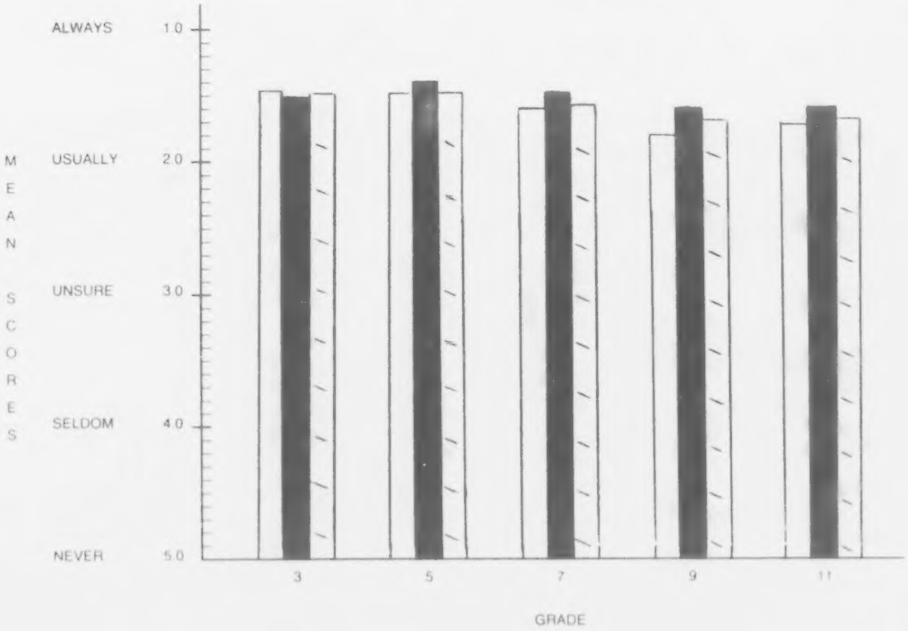
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.46	1.50	1.62	1.80	1.73	1.62
BLACK	1.51	1.41	1.45	1.58	1.60	1.50
OVERALL	1.48	1.46	1.55	1.70	1.68	1.57

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.47	1.49	1.61	1.78	1.72
BLACK RESIDENT	1.47	1.39	1.46	1.46	1.66
WHITE NON-RESIDENT	1.42	1.56	1.73	2.07	1.94
BLACK NON-RESIDENT	1.52	1.42	1.45	1.60	1.58

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 14.329, p < .001), grade (F = 12.956, p < .001) and the two-way interaction of race by grade (F = 3.136, p < .05). In general, the mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels, except in the third grade.

21. I have enough time to finish my schoolwork.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	347	81.3	281	80.3
5	316	75.6	291	75.0
7	324	70.4	276	71.0
9	290	68.6	234	74.5
11	243	64.6	191	77.0
TOTAL	1520	72.2	1273	75.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	304	81.7	80	83.3	43	78.5	201	79.1
5	271	76.3	73	74.5	45	71.4	218	75.2
7	295	70.6	59	72.8	29	69.0	217	70.5
9	269	67.9	48	85.7	21	77.8	186	72.1
11	231	64.2	39	84.8	12	75.0	152	75.2
TOTAL	1370	72.1	299	79.3	150	73.9	974	74.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	384	82.1	244	79.0
5	344	75.9	263	74.5
7	354	70.9	246	70.3
9	317	70.1	207	72.6
11	270	66.5	164	75.2
TOTAL	1669	73.3	1124	74.2

21. I have enough time to finish my schoolwork.

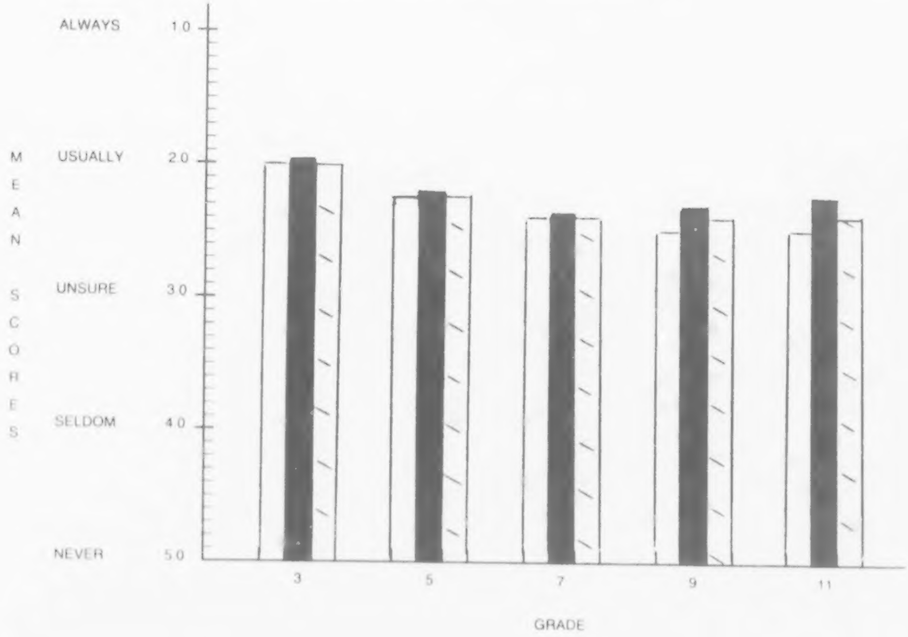
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.00	2.25	2.41	2.50	2.54	2.34
BLACK	1.94	2.23	2.37	2.31	2.24	2.22
OVERALL	1.98	2.24	2.39	2.42	2.42	2.28

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.99	2.27	2.41	2.52	2.56
BLACK RESIDENT	1.78	2.30	2.29	2.05	2.07
WHITE NON-RESIDENT	2.05	2.15	2.38	2.22	2.07
BLACK NON-RESIDENT	2.00	2.21	2.38	2.37	2.28

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.235, $p < .05$) and grade (F = 21.176, $p < .001$). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

22. I understand what I am supposed to do in class.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	383	89.7	290	82.9
5	387	92.6	339	87.4
7	434	94.3	350	90.0
9	391	92.4	284	90.4
11	340	90.4	236	95.2
TOTAL	1935	92.0	1499	88.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	335	90.1	85	88.5	48	87.3	205	80.7
5	335	94.4	90	91.8	52	82.5	249	85.9
7	397	95.0	71	87.8	37	88.1	279	90.6
9	365	92.2	53	94.6	26	96.3	231	89.5
11	325	90.3	44	95.7	15	93.8	192	95.0
TOTAL	1757	92.4	343	91.0	178	87.7	1156	88.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	420	89.7	253	81.9
5	425	93.8	301	85.3
7	468	93.8	316	90.3
9	418	92.5	257	90.2
11	369	90.9	207	95.0
TOTAL	2100	92.2	1334	88.1

22. I understand what I am supposed to do in class.

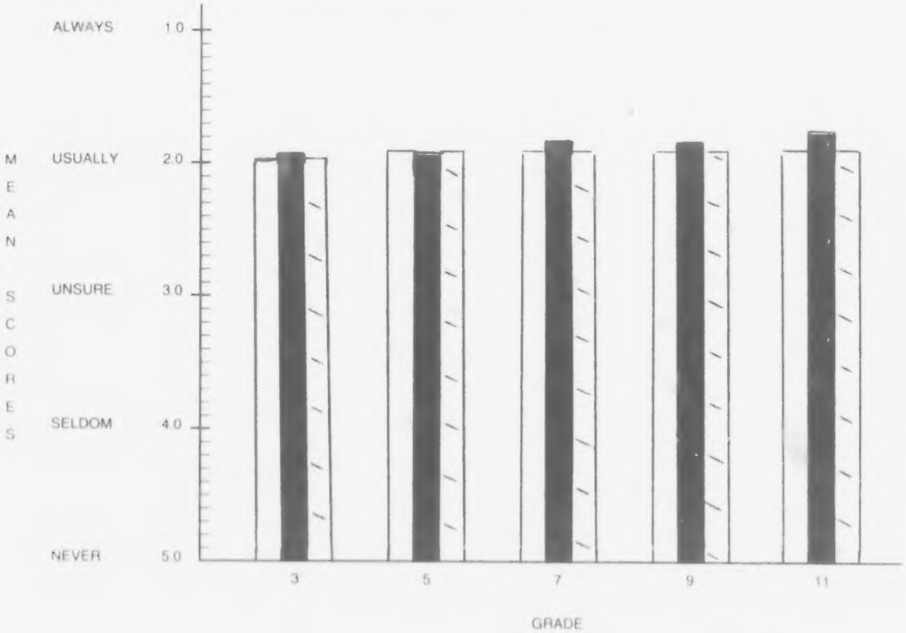
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.96	1.91	1.86	1.90	1.93	1.91
BLACK	1.93	1.93	1.83	1.83	1.74	1.86
OVERALL	1.95	1.92	1.85	1.87	1.85	1.89

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.98	1.88	1.86	1.91	1.93
BLACK RESIDENT	1.88	1.83	1.92	1.84	1.87
WHITE NON-RESIDENT	1.85	2.05	1.90	1.81	1.80
BLACK NON-RESIDENT	1.95	1.96	1.81	1.83	1.71

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade ($F = 2.733$, $p < .05$). The mean scores do not indicate a trend for the grades.

23. I like to learn new things in school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	397	93.0	317	90.6
5	389	93.1	369	95.1
7	425	92.4	368	94.6
9	393	92.9	297	94.6
11	352	93.6	241	97.2
TOTAL	1956	93.0	1592	94.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	345	92.7	85	88.5	52	94.5	232	91.3
5	330	93.0	94	95.9	59	93.7	275	94.8
7	389	93.1	74	91.4	36	85.7	294	95.5
9	368	92.9	53	94.6	25	92.6	244	94.6
11	337	93.6	45	97.8	15	93.8	196	97.0
TOTAL	1769	93.1	351	93.1	187	92.1	1241	94.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	430	91.9	284	91.9
5	424	93.6	334	94.6
7	463	92.8	330	94.3
9	421	93.1	269	94.4
11	382	94.1	211	96.8
TOTAL	2120	93.1	1428	94.3

23. I like to learn new things in school.

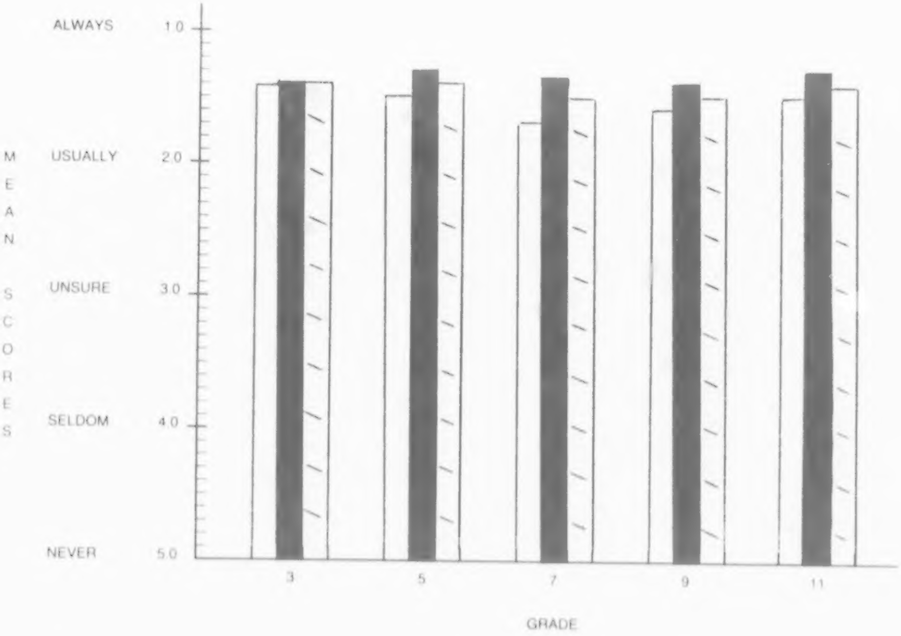
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.43	1.52	1.66	1.60	1.51	1.55
BLACK	1.38	1.32	1.36	1.42	1.32	1.36
OVERALL	1.41	1.43	1.52	1.52	1.44	1.46

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.43	1.54	1.64	1.62	1.52
BLACK RESIDENT	1.46	1.33	1.35	1.50	1.30
WHITE NON-RESIDENT	1.42	1.42	1.88	1.41	1.33
BLACK NON-RESIDENT	1.35	1.32	1.36	1.40	1.33

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 21.189, p < .001), grade (F = 4.115, p < .01) and the two-way interaction of race by grade (F = 3.462, p < .01). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels.

24. I like to read out loud in my class.

NUMBER ANDPERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	240	56.2	200	57.1
5	230	55.0	245	63.1
7	188	40.9	209	53.7
9	137	32.4	146	46.5
11	132	35.1	119	48.0
TOTAL	927	44.1	919	54.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	202	54.3	50	52.1	38	69.1	150	59.1
5	199	56.1	60	61.2	31	49.2	185	63.8
7	169	40.4	46	56.8	19	45.2	163	52.9
9	127	32.1	31	55.4	10	37.0	115	44.6
11	125	34.7	18	39.1	7	43.8	101	50.0
TOTAL	822	43.2	205	54.4	105	51.7	714	54.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	252	53.8	188	60.8
5	259	57.2	216	61.2
7	215	43.1	182	52.0
9	158	35.0	125	43.9
11	143	35.2	108	49.5
TOTAL	1027	45.1	819	54.1

24. I like to read out loud in my class.

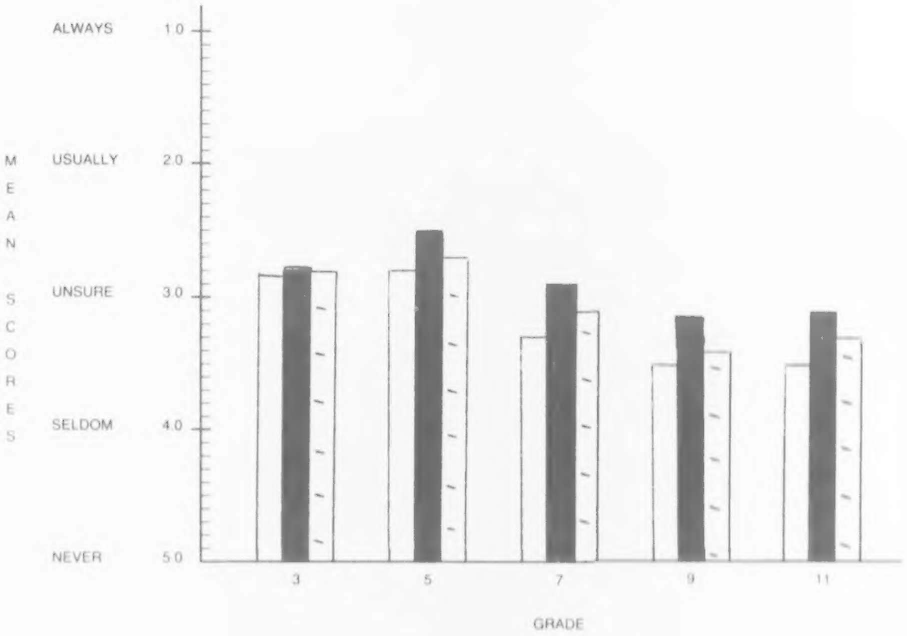
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.84	2.81	3.27	3.53	3.45	3.17
BLACK	2.78	2.53	2.91	3.13	3.09	2.86
OVERALL	2.81	2.67	3.11	3.36	3.30	3.04

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.89	2.79	3.27	3.54	3.47
BLACK RESIDENT	2.95	2.54	2.87	2.86	3.26
WHITE NON-RESIDENT	2.53	2.87	3.27	3.44	2.93
BLACK NON-RESIDENT	2.72	2.52	2.92	3.19	3.05

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 11.989, p < .001), grade (F = 28.909, p < .001) and the two-way interaction of race by grade (F = 2.755, p < .05). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels.

25. My schoolwork is too hard.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	97	22.7	115	32.9
5	83	19.9	106	27.3
7	68	14.8	102	26.2
9	64	15.1	84	26.8
11	55	14.6	48	19.4
TOTAL	367	17.4	455	26.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	80	21.5	26	27.1	17	30.9	89	35.0
5	65	18.3	20	20.4	18	28.6	86	29.7
7	58	13.9	25	30.9	10	23.8	77	25.0
9	60	15.2	10	17.9	4	14.8	74	28.7
11	54	15.0	8	17.4	1	6.3	40	19.8
TOTAL	317	16.7	89	23.6	50	24.6	366	27.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	106	22.6	106	34.3
5	85	18.8	104	29.5
7	83	16.6	87	24.9
9	70	15.5	78	27.4
11	62	15.3	41	18.8
TOTAL	406	17.8	416	27.5

25. My schoolwork is too hard.

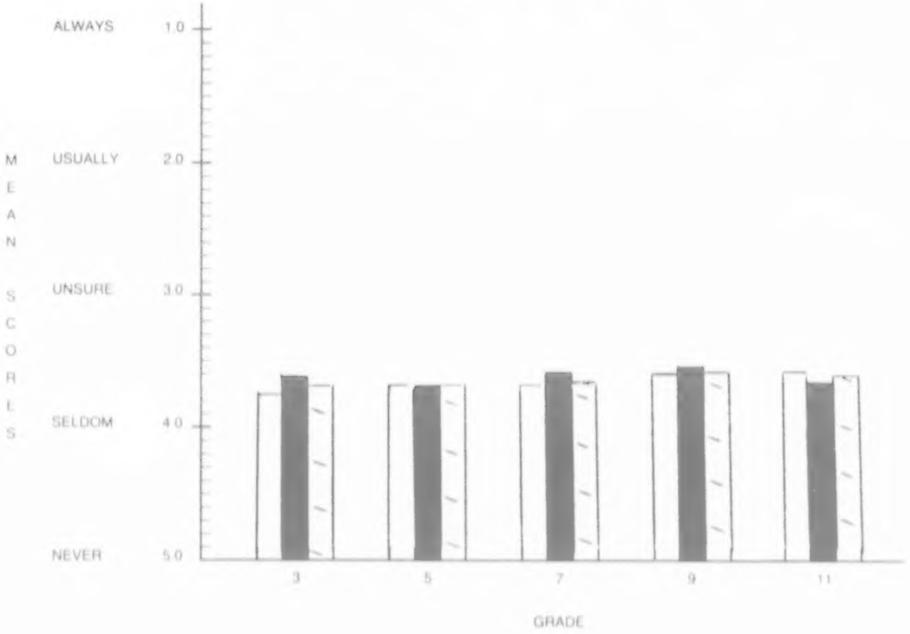
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.74	3.67	3.69	3.58	3.58	3.66
BLACK	3.62	3.66	3.59	3.54	3.68	3.62
OVERALL	3.68	3.66	3.65	3.56	3.62	3.64

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.76	3.70	3.72	3.57	3.57
BLACK RESIDENT	3.80	3.95	3.43	3.70	3.72
WHITE NON-RESIDENT	3.60	3.48	3.40	3.70	3.87
BLACK NON-RESIDENT	3.54	3.56	3.63	3.50	3.68

GRAPH: MEAN SCORES - RACE BY GRADE



No significant differences existed for the main effects, two-way or three-way interactions. The mean scores do not exhibit a pattern between the attitudes of Black students and White students.

26. There are too many rules in this school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	116	27.2	158	45.1
5	130	31.1	153	39.4
7	191	41.5	212	54.5
9	185	43.7	179	57.0
11	170	45.2	146	58.9
TOTAL	792	37.6	848	50.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	93	25.0	38	39.6	23	41.8	120	47.2
5	107	30.1	32	32.7	23	36.5	121	41.7
7	172	41.1	36	44.4	19	45.2	176	57.1
9	178	44.9	25	44.6	7	25.9	154	59.7
11	165	45.8	21	45.7	5	31.3	125	61.9
TOTAL	715	37.6	152	40.3	77	37.9	696	53.0

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	131	28.0	143	46.3
5	139	30.7	144	40.8
7	208	41.7	195	55.7
9	203	44.9	161	56.5
11	186	45.8	130	59.6
TOTAL	867	38.1	773	51.0

26. There are too many rules in this school.

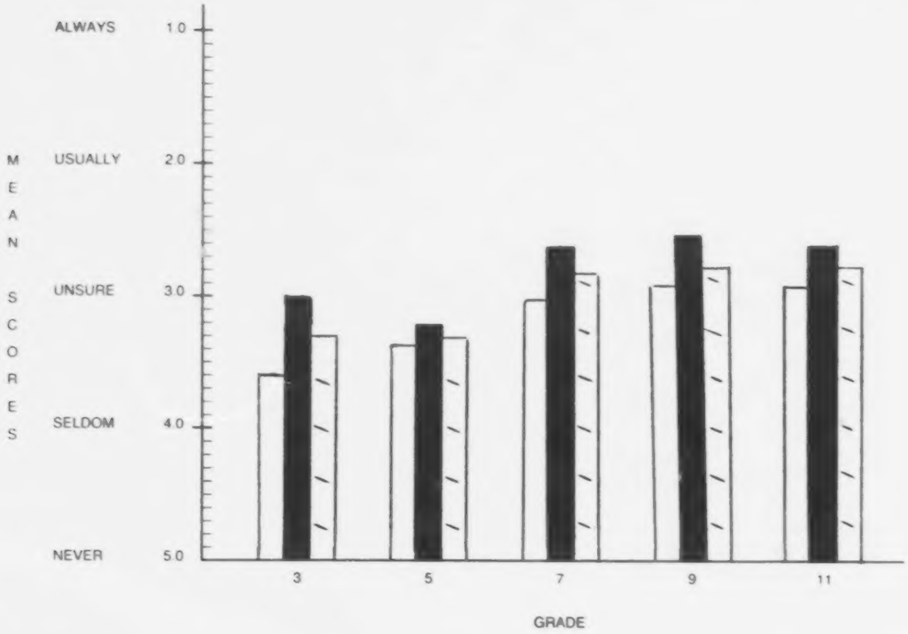
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.58	3.37	3.00	2.88	2.86	3.14
BLACK	3.02	3.22	2.55	2.50	2.54	2.79
OVERALL	3.33	3.30	2.79	2.72	2.74	2.99

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.65	3.40	3.01	2.87	2.84
BLACK RESIDENT	3.25	3.38	2.73	3.02	2.98
WHITE NON-RESIDENT	3.04	3.20	2.80	3.15	3.44
BLACK NON-RESIDENT	2.93	3.16	2.50	2.39	2.45

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race ($F = 7.317$, $p < .01$), grade ($F = 35.009$, $p < .001$) and the three-way interaction of race by status by grade ($F = 3.028$, $p < .05$). The mean scores indicate the Black non-resident students have the least positive attitude while the White resident students have the most positive attitudes in grades three, five and seven and the White non-resident students have the most positive attitude in grades nine and eleven.

27. I have been absent because I did not want to come to school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	34	8.0	55	15.7
5	22	5.3	37	9.5
7	40	8.7	36	9.3
9	46	10.9	26	8.3
11	55	14.6	12	4.8
TOTAL	197	9.4	166	9.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	26	7.0	15	15.6	8	14.5	40	15.7
5	14	3.9	11	11.2	8	12.7	26	9.0
7	32	7.7	9	11.1	8	19.0	27	8.8
9	41	10.4	2	3.6	5	18.5	24	9.3
11	50	13.9	1	2.2	5	31.3	11	5.4
TOTAL	163	8.6	38	10.1	34	16.7	128	9.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	41	8.8	48	15.5
5	25	5.5	34	9.6
7	41	8.2	35	10.0
9	43	9.5	29	10.2
11	51	12.6	16	7.3
TOTAL	201	8.8	162	10.7

27. I have been absent because I did not want to come to school.

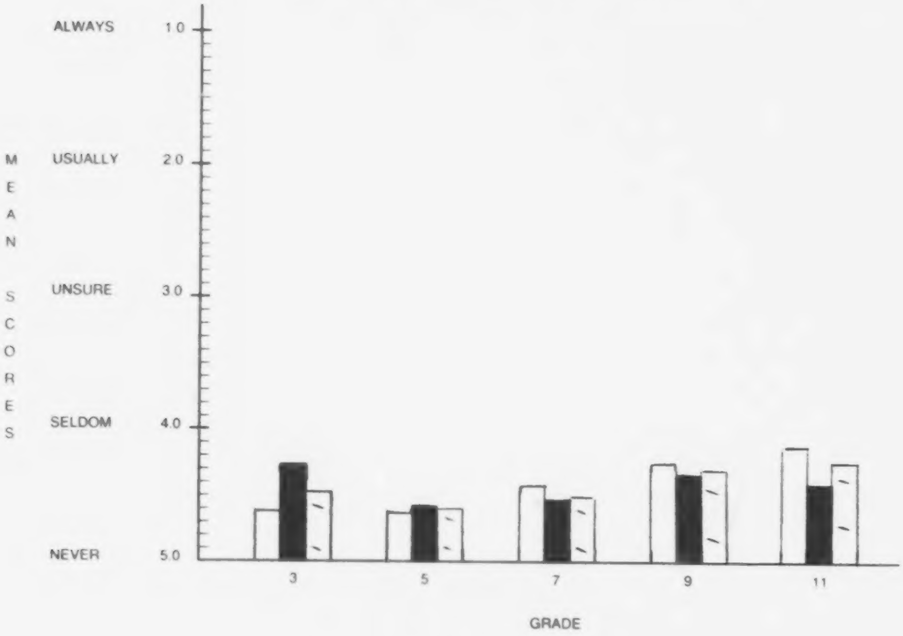
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	4.62	4.63	4.44	4.25	4.13	4.42
BLACK	4.25	4.56	4.51	4.34	4.40	4.42
OVERALL	4.45	4.60	4.47	4.29	4.24	4.42

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.67	4.70	4.47	4.27	4.17
BLACK RESIDENT	4.27	4.51	4.47	4.60	4.57
WHITE NON-RESIDENT	4.26	4.25	4.15	3.88	3.31
BLACK NON-RESIDENT	4.24	4.58	4.52	4.28	4.37

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.941, p < .05), grade (F = 15.287, p < .001) and the two-way interaction of race by grade (F = 8.698, p < .001). The mean scores indicate a positive attitude for both Black students and White students at all grade levels.

28. My school provides help for students who are having trouble with their schoolwork.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	335	78.5	290	82.9
5	346	82.8	325	83.8
7	351	76.3	300	77.1
9	305	72.1	229	72.9
11	256	68.1	176	71.0
TOTAL	1593	75.7	1320	78.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	294	79.0	83	86.5	41	74.5	207	81.5
5	302	85.1	79	80.6	44	69.8	246	84.8
7	322	77.0	62	76.5	29	69.0	238	77.3
9	294	74.2	36	64.3	11	40.7	193	74.8
11	245	68.1	34	73.9	11	68.8	142	70.3
TOTAL	1457	76.6	294	78.0	136	67.0	1026	78.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	377	80.6	248	80.3
5	381	84.1	290	82.2
7	384	77.0	267	76.3
9	330	73.0	204	71.6
11	279	68.7	153	70.2
TOTAL	1751	76.9	1162	76.7

28. My school provides help for students who are having trouble with their schoolwork.

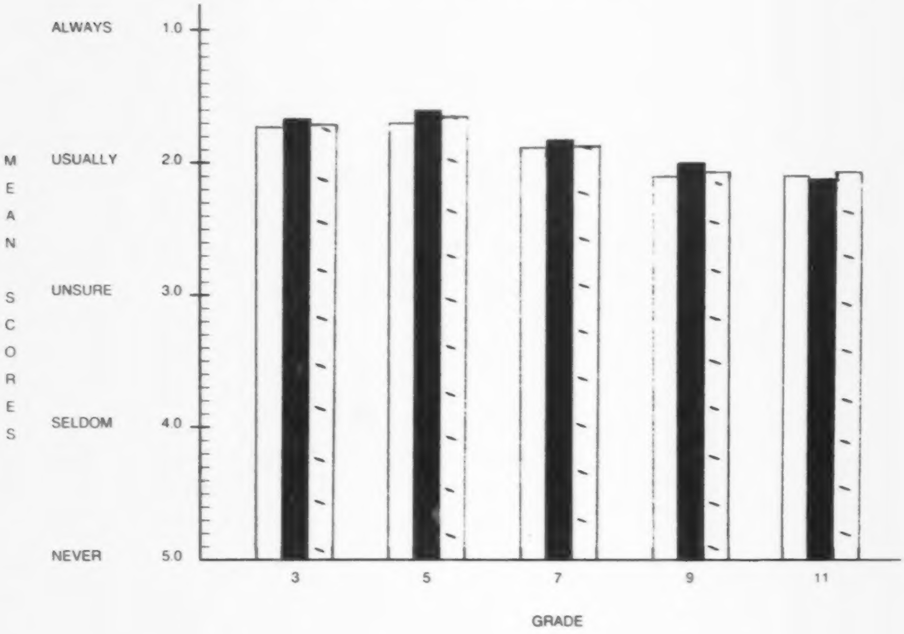
MEAN SCORES: RACE BY GRADE

RACE	GRADE 3	5	7	9	11	OVERALL
WHITE	1.72	1.68	1.86	2.08	2.09	1.88
BLACK	1.66	1.58	1.82	1.99	2.11	1.79
OVERALL	1.69	1.63	1.84	2.05	2.06	1.84

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE 3	5	7	9	11
WHITE RESIDENT	1.69	1.64	1.83	2.05	2.09
BLACK RESIDENT	1.65	1.67	1.81	2.11	2.00
WHITE NON-RESIDENT	1.89	1.90	2.10	2.58	2.13
BLACK NON-RESIDENT	1.67	1.56	1.82	1.97	2.01

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 7.405, p < .01) and grade (F = 28.805, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

29. The people who work in my school are friendly to students.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	358	83.8	275	78.6
5	359	85.9	306	78.9
7	391	85.0	296	76.1
9	354	83.7	237	75.5
11	315	83.8	195	78.6
TOTAL	1777	84.5	1309	77.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	312	83.9	80	83.3	46	83.6	195	76.8
5	305	85.9	83	84.7	54	85.7	223	76.9
7	361	86.4	65	80.2	30	71.4	231	75.0
9	333	84.1	43	76.8	21	77.8	194	75.2
11	303	84.2	39	84.8	12	75.0	156	77.2
TOTAL	1614	84.9	310	82.2	163	80.3	999	76.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	392	83.8	241	78.0
5	388	85.7	277	78.5
7	426	85.4	261	74.6
9	376	83.2	215	75.4
11	342	84.2	168	77.1
TOTAL	1924	84.5	1162	76.7

29. The people who work in my school are friendly to students.

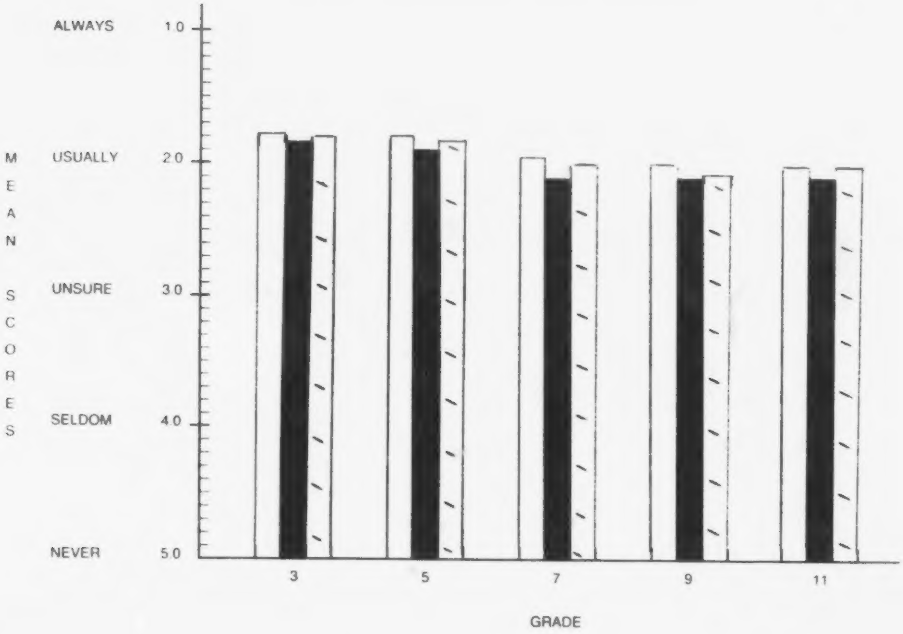
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.75	1.79	1.91	2.01	1.98	1.89
BLACK	1.84	1.87	2.09	2.10	2.07	1.99
OVERALL	1.79	1.83	1.99	2.05	2.02	1.93

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.74	1.78	1.88	2.00	1.97
BLACK RESIDENT	1.82	1.81	1.97	2.07	2.00
WHITE NON-RESIDENT	1.75	1.82	2.22	2.15	2.19
BLACK NON-RESIDENT	1.85	1.89	2.11	2.10	2.09

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 12.735, $p < .001$). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

30. The teachers give too much homework.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	122	28.6	158	45.1
5	173	41.4	184	47.4
7	231	50.2	213	54.8
9	173	40.9	147	46.8
11	159	42.3	103	41.5
TOTAL	858	40.8	805	47.7

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	101	27.2	36	37.5	21	38.2	122	48.0
5	142	40.0	38	38.8	31	49.2	146	50.3
7	201	48.1	38	46.9	30	71.4	175	56.8
9	167	42.2	25	44.6	6	22.2	122	47.3
11	155	43.1	15	32.6	4	25.0	88	43.6
TOTAL	766	40.3	152	40.3	92	45.3	653	49.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	137	29.3	143	46.3
5	180	39.7	177	50.1
7	239	47.9	205	58.6
9	192	42.5	128	44.9
11	170	41.9	92	42.2
TOTAL	918	40.3	745	49.2

30. The teachers give too much homework.

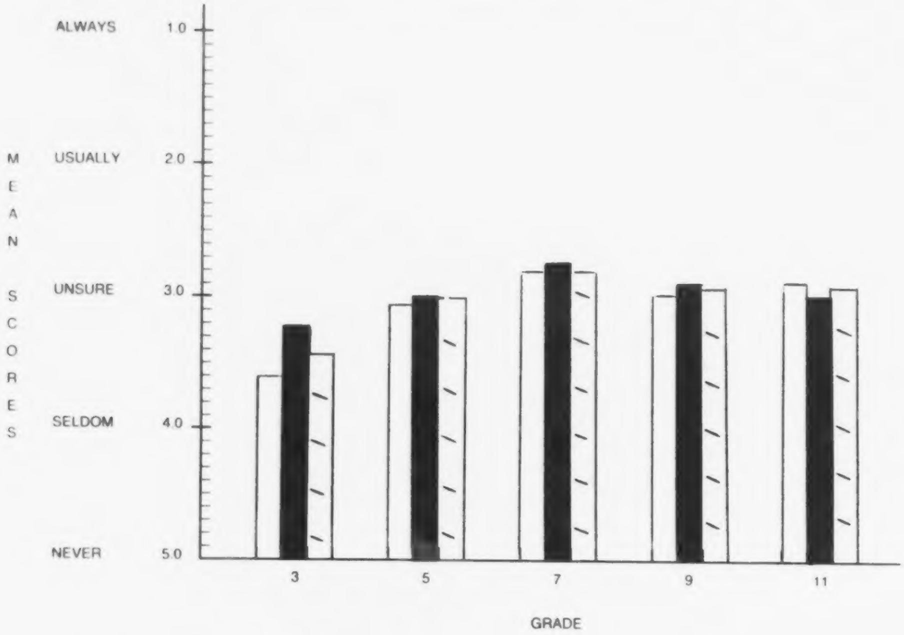
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.61	3.06	2.78	2.97	2.87	3.06
BLACK	3.21	3.01	2.73	2.88	3.04	2.97
OVERALL	3.43	3.04	2.76	2.93	2.94	3.02

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.63	3.11	2.84	2.94	2.86
BLACK RESIDENT	3.54	3.22	2.97	2.96	3.23
WHITE NON-RESIDENT	3.51	2.82	2.17	3.42	3.25
BLACK NON-RESIDENT	3.09	2.94	2.66	2.86	2.99

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 27.371, $p < .001$) and the two-way interaction of race by grade (F = 2.411, $p < .05$). The mean scores indicate a more positive attitude for the White students compared to the Black students in all grades except grade eleven.

31. The teachers explain to me how to do my schoolwork.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	400	93.7	316	90.3
5	382	91.4	358	92.3
7	414	90.0	349	89.7
9	369	87.2	274	87.3
11	323	85.9	226	91.1
TOTAL	1888	89.7	1523	90.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	352	94.6	92	95.8	48	87.3	224	88.2
5	324	91.3	90	91.8	58	92.1	268	92.4
7	380	90.9	77	95.1	34	81.0	272	88.3
9	344	86.9	50	89.3	25	92.6	224	86.8
11	308	85.6	41	89.1	15	93.8	185	91.6
TOTAL	1708	89.8	350	92.8	180	88.7	1173	89.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	444	94.9	272	88.0
5	414	91.4	326	92.4
7	457	91.6	306	87.4
9	394	87.2	249	87.4
11	349	86.0	200	91.7
TOTAL	[illegible]58	90.3	1353	89.3

31. The teachers explain to me how to do my schoolwork.

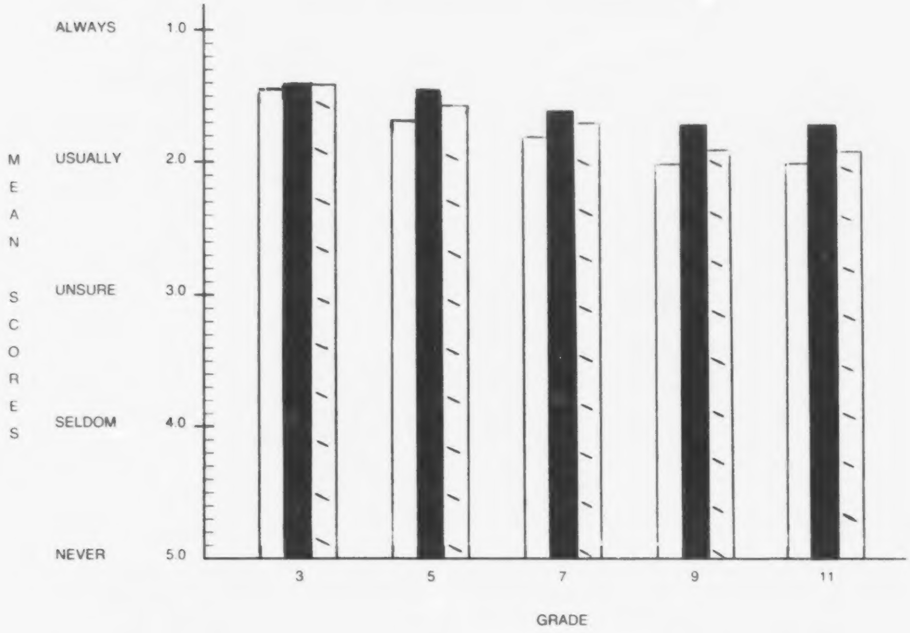
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.45	1.67	1.77	1.97	2.02	1.77
BLACK	1.40	1.45	1.58	1.71	1.71	1.56
OVERALL	1.43	1.56	1.69	1.86	1.90	1.67

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.44	1.68	1.75	1.97	2.03
BLACK RESIDENT	1.24	1.51	1.50	1.65	1.80
WHITE NON-RESIDENT	1.52	1.64	1.97	1.92	1.80
BLACK NON-RESIDENT	1.46	1.43	1.60	1.73	1.69

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 35.987, p < .001) and grade (F = 40.623, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

32. If I make a bad grade, the teachers tell me why.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	321	75.2	252	72.0
5	302	72.2	292	75.3
7	320	69.6	309	79.4
9	294	69.5	247	78.7
11	249	66.2	200	80.6
TOTAL	1486	70.6	1300	77.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	280	75.3	72	75.0	41	74.5	180	70.9
5	255	71.8	73	74.5	47	74.6	219	75.5
7	293	70.1	67	82.7	27	64.3	242	78.6
9	273	68.9	44	78.6	21	77.8	203	78.7
11	238	66.1	35	76.1	11	68.8	165	81.7
TOTAL	1339	70.4	291	77.2	147	72.4	1009	76.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	352	75.2	221	71.5
5	328	72.4	266	75.4
7	360	72.1	269	76.9
9	317	70.1	224	78.6
11	273	67.2	176	80.7
TOTAL	1630	71.6	1156	76.3

32. If I make a bad grade, the teachers tells me why.

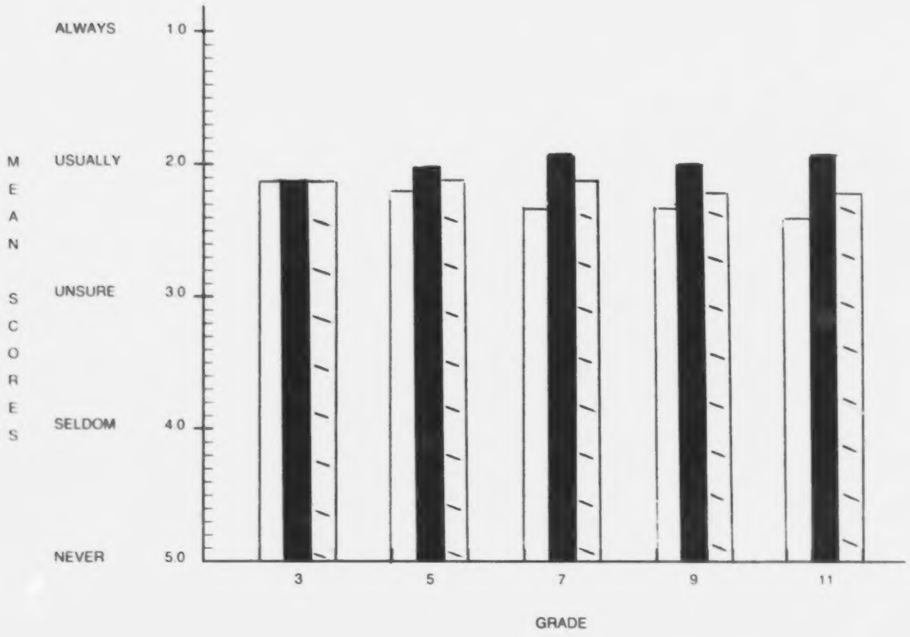
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.13	2.22	2.33	2.34	2.42	2.29
BLACK	2.14	2.03	1.92	2.00	1.93	2.01
OVERALL	2.13	2.13	2.14	2.19	2.22	2.16

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.11	2.26	2.32	2.34	2.43
BLACK RESIDENT	2.15	1.98	1.74	1.98	2.00
WHITE NON-RESIDENT	2.28	2.02	2.45	2.23	2.13
BLACK NON-RESIDENT	2.13	2.05	1.97	2.00	1.91

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of race (F = 23.110, p < .001) and the two-way interaction of race by grade (F = 2.624, p < .05). The mean scores indicate a more positive attitude for the Black students as compared to the White students at all grade levels, except grade three.

33. If I have a problem, I can go to see my teachers.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	373	87.4	304	86.9
5	340	81.3	310	79.9
7	344	74.8	273	70.2
9	273	64.5	189	60.2
11	264	70.2	164	66.1
TOTAL	1594	75.8	1240	73.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	326	87.6	87	90.6	47	85.5	217	85.4
5	292	82.3	76	77.6	48	76.2	234	80.7
7	311	74.4	57	70.4	33	78.6	216	70.1
9	256	64.6	33	58.9	17	63.0	156	60.5
11	250	69.4	27	58.7	14	87.5	137	67.8
TOTAL	1435	75.5	280	74.3	159	78.3	960	73.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	413	88.2	264	85.4
5	368	81.2	282	79.9
7	368	73.7	249	71.1
9	288	63.9	173	60.7
11	277	68.2	151	69.3
TOTAL	1714	75.3	1119	73.9

33. If I have a problem, I can go to see my teachers.

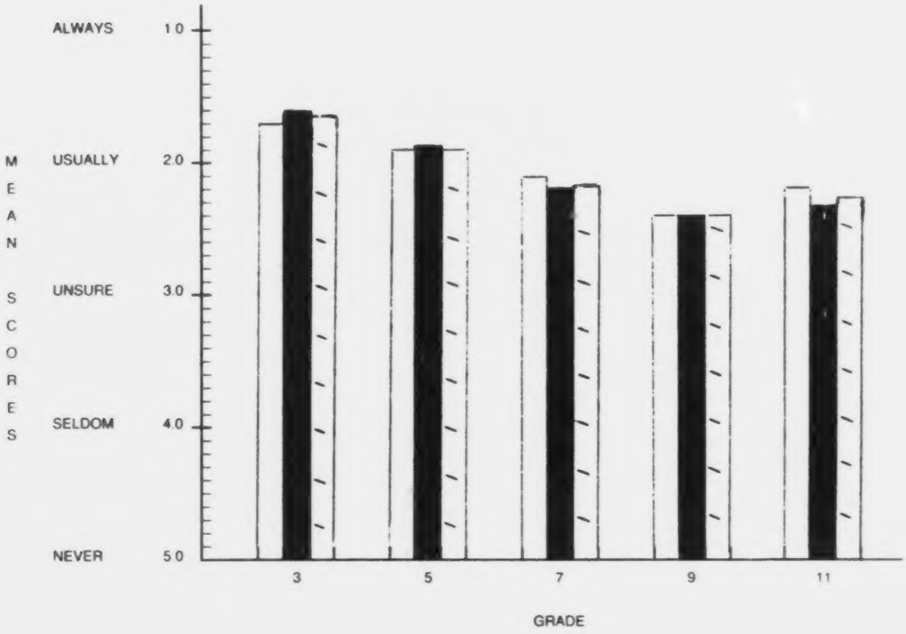
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.67	1.89	2.09	2.41	2.20	2.05
BLACK	1.63	1.86	2.21	2.42	2.34	2.07
OVERALL	1.65	1.88	2.15	2.41	2.26	2.06

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.66	1.85	2.10	2.40	2.22
BLACK RESIDENT	1.49	1.91	2.19	2.55	2.47
WHITE NON-RESIDENT	1.72	2.13	1.92	2.42	1.80
BLACK NON-RESIDENT	1.68	1.85	2.22	2.40	2.31

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 52.305, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

34. My teachers want me here.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	279	65.3	238	68.0
5	258	61.7	230	59.3
7	285	62.0	195	50.1
9	260	61.5	143	45.5
11	244	64.9	103	41.5
TOTAL	1326	63.0	909	53.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	238	64.0	70	72.9	41	74.5	168	66.1
5	226	63.7	50	51.0	32	50.8	180	62.1
7	259	62.0	46	56.8	26	61.9	149	48.4
9	243	61.4	27	48.2	17	63.0	116	45.0
11	235	65.3	30	65.2	9	56.3	73	36.1
TOTAL	1201	63.2	223	59.2	125	61.6	686	52.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	308	65.8	209	67.6
5	276	60.9	212	60.1
7	305	61.1	175	50.0
9	270	59.7	133	46.7
11	265	65.3	82	37.6
TOTAL	1424	62.5	811	53.5

34. My teachers want me here.

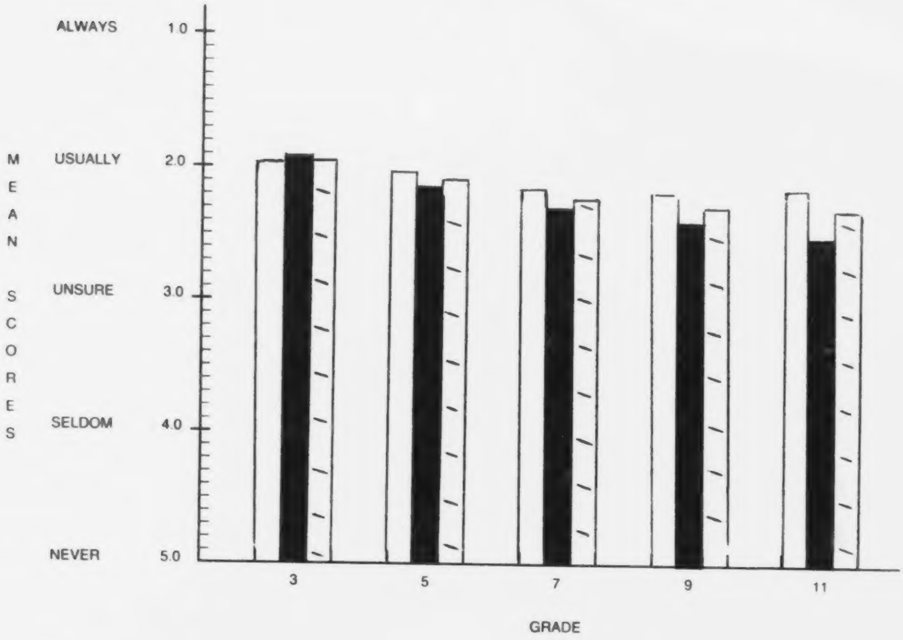
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.95	2.04	2.15	2.21	2.15	2.10
BLACK	1.91	2.15	2.31	2.42	2.53	2.24
OVERALL	1.93	2.09	2.23	2.30	2.30	2.16

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.97	1.99	2.15	2.21	2.14
BLACK RESIDENT	1.89	2.27	2.08	2.35	2.00
WHITE NON-RESIDENT	1.80	2.30	2.17	2.12	2.33
BLACK NON-RESIDENT	1.91	2.10	2.37	2.44	2.65

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 17.586, $p < .001$) and the three-way interaction of race by status by grade (F = 2.729, $p < .05$). Although a significant difference existed among the four groups, the mean scores do not indicate a trend.

35. My teachers understand me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	332	77.8	255	72.9
5	305	73.0	290	74.7
7	333	72.4	255	65.6
9	260	61.5	192	61.1
11	251	66.8	153	61.7
TOTAL	1481	70.4	1145	67.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	291	78.2	75	78.1	41	74.5	180	70.9
5	261	73.5	74	75.5	44	69.8	216	74.5
7	305	73.0	55	67.9	28	66.7	200	64.9
9	245	61.9	30	53.6	15	55.6	162	62.8
11	240	66.7	27	58.7	11	68.8	126	62.4
TOTAL	1342	70.6	261	69.2	139	68.5	884	67.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	366	78.2	221	71.5
5	335	74.0	260	73.7
7	360	72.1	228	65.1
9	275	60.8	177	62.1
11	267	65.8	137	62.8
TOTAL	1603	70.4	1023	67.5

35. My teachers understand me.

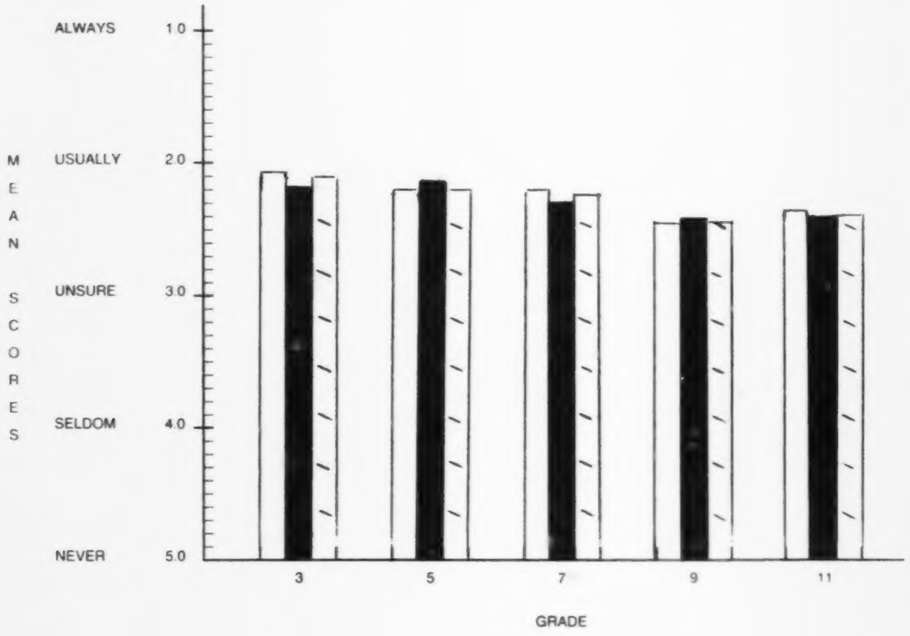
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.05	2.22	2.19	2.44	2.35	2.25
BLACK	2.17	2.12	2.31	2.42	2.40	2.27
OVERALL	2.11	2.17	2.24	2.43	2.37	2.26

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.04	2.20	2.17	2.42	2.36
BLACK RESIDENT	1.97	2.07	2.21	2.55	2.47
WHITE NON-RESIDENT	2.17	2.33	2.32	2.73	2.13
BLACK NON-RESIDENT	2.25	2.13	2.33	2.40	2.39

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 13.957, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

36. My teachers treat Black students and White students the same.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	377	88.3	262	74.9
5	351	84.0	291	75.0
7	363	78.9	279	71.7
9	293	69.3	220	70.1
11	242	64.4	165	66.5
TOTAL	1626	77.3	1217	72.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	330	88.7	77	80.2	47	85.5	185	72.8
5	297	83.7	74	75.5	54	85.7	217	74.8
7	328	78.5	59	72.8	35	83.3	220	71.4
9	273	68.9	40	71.4	20	74.1	180	69.8
11	230	63.9	37	80.4	12	75.0	128	63.4
TOTAL	1458	76.7	287	76.1	168	82.8	930	70.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	407	87.0	232	75.1
5	371	81.9	269	76.3
7	387	77.6	255	72.9
9	313	69.2	200	70.2
11	267	65.8	140	64.2
TOTAL	1745	76.6	1096	72.5

36. My teachers treat Black students and White students the same.

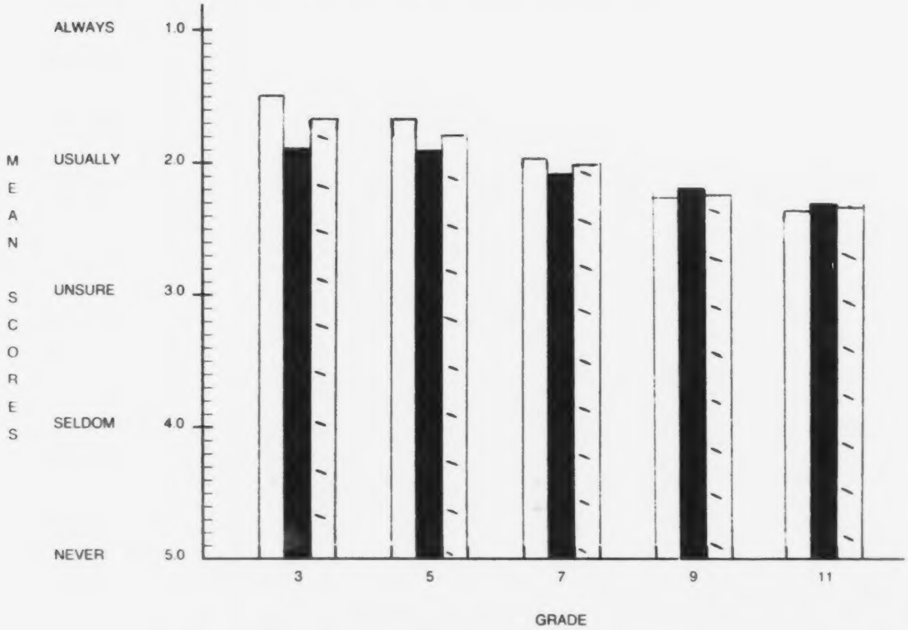
MEAN SCORES: RACE BY GRADE

RACE	GRADE 3	5	7	9	11	OVERALL
WHITE	1.47	1.67	1.95	2.24	2.35	1.93
BLACK	1.88	1.92	2.10	2.17	2.32	2.06
OVERALL	1.66	1.79	2.02	2.21	2.34	1.99

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE 3	5	7	9	11
WHITE RESIDENT	1.47	1.68	1.97	2.24	2.37
BLACK RESIDENT	1.70	1.85	1.94	2.13	1.89
WHITE NON-RESIDENT	1.49	1.59	1.72	2.26	2.06
BLACK NON-RESIDENT	1.96	1.94	2.15	2.18	2.42

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.111, p < .05), grade (F = 42.673, p < .001) and the two-way interaction of race by grade (F = 2.872, p < .05). The mean scores indicate a less positive attitude for both Black students and White students as the grade level increases.

37. My teachers make me feel important.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	331	77.5	259	74.0
5	275	65.8	251	64.7
7	266	57.8	226	58.1
9	200	47.3	158	50.3
11	178	47.3	135	54.4
TOTAL	1250	59.4	1029	60.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	291	78.2	75	78.1	40	72.7	184	72.4
5	236	66.5	67	68.4	39	61.9	184	63.4
7	244	58.4	48	59.3	22	52.4	178	57.8
9	188	47.5	28	50.0	12	44.4	130	50.4
11	174	48.3	29	63.0	4	25.0	106	52.5
TOTAL	1133	59.6	247	65.5	117	57.6	782	59.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	366	78.2	224	72.5
5	303	66.9	223	63.2
7	292	58.5	200	57.1
9	216	47.8	142	49.8
11	203	50.0	110	50.5
TOTAL	1380	60.6	899	59.3

37. My teachers make me feel important.

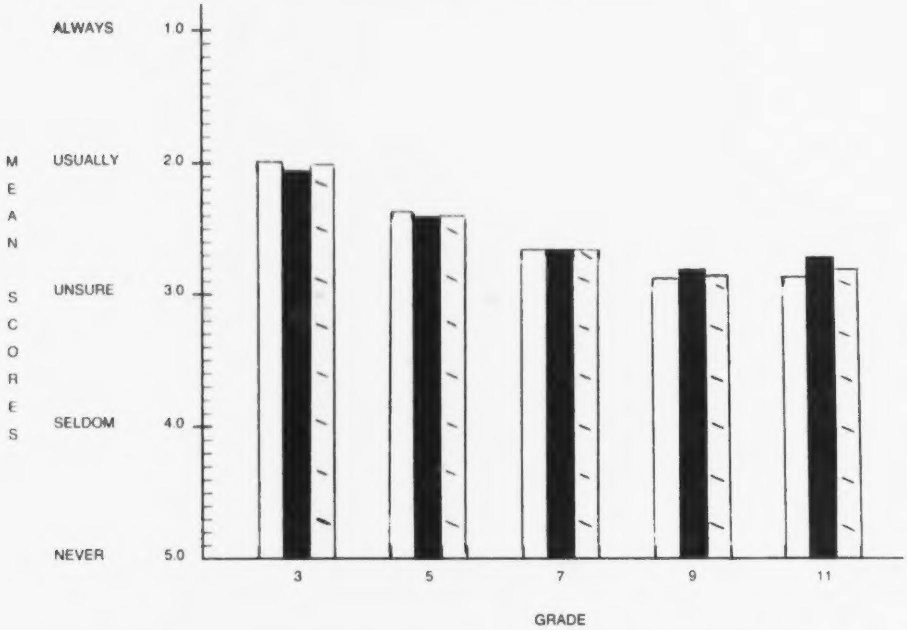
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.99	2.35	2.65	2.88	2.85	2.54
BLACK	2.05	2.37	2.65	2.83	2.66	2.50
OVERALL	2.02	2.36	2.65	2.85	2.77	2.52

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.98	2.35	2.62	2.86	2.83
BLACK RESIDENT	1.94	2.22	2.54	2.91	2.57
WHITE NON-RESIDENT	2.09	2.39	2.92	3.07	3.19
BLACK NON-RESIDENT	2.09	2.43	2.68	2.81	2.68

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.117, p < .05) and grade (F = 60.930, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases..

38. My teachers make me feel good about myself.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	325	76.1	250	71.4
5	279	66.7	258	66.5
7	293	63.7	234	60.2
9	215	50.8	160	51.0
11	195	51.9	123	49.6
TOTAL	1307	62.1	1025	60.7

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	290	78.2	69	71.9	34	61.8	181	71.3
5	239	67.3	69	70.4	40	63.5	189	65.2
7	270	64.6	50	61.7	23	54.8	184	59.7
9	202	51.0	26	46.4	13	48.1	134	51.9
11	187	51.9	26	56.5	8	50.0	97	48.0
TOTAL	1188	62.5	240	63.7	118	58.1	785	59.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	360	76.9	215	69.6
5	308	68.0	229	64.9
7	320	64.1	207	59.1
9	228	50.4	147	51.6
11	213	52.5	105	48.2
TOTAL	1429	62.7	903	59.6

38. My teachers make me feel good about myself.

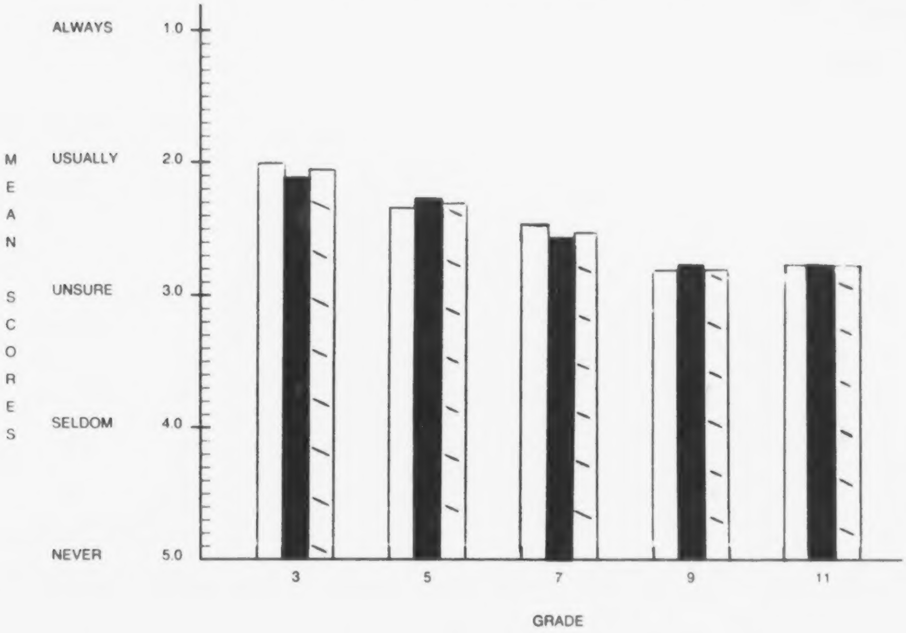
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.00	2.33	2.46	2.81	2.75	2.46
BLACK	2.08	2.26	2.57	2.77	2.76	2.46
OVERALL	2.04	2.30	2.51	2.79	2.75	2.46

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.95	2.31	2.44	2.80	2.74
BLACK RESIDENT	2.01	2.22	2.51	2.93	2.59
WHITE NON-RESIDENT	2.32	2.45	2.67	3.00	2.94
BLACK NON-RESIDENT	2.11	2.28	2.59	2.74	2.80

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 54.553, p <. 001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

39. My teachers are too strict.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	130	30.4	155	44.3
5	127	30.4	151	38.9
7	144	31.3	186	47.8
9	122	28.8	129	41.1
11	68	18.1	75	30.2
TOTAL	591	28.1	696	41.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	104	28.0	44	45.8	26	47.3	111	43.7
5	105	29.6	32	32.7	22	34.9	119	41.0
7	124	29.7	32	39.5	20	47.6	154	50.0
9	115	29.0	19	33.9	7	25.9	110	42.6
11	66	18.3	12	26.1	2	12.5	63	31.2
TOTAL	514	27.0	139	36.9	77	37.9	557	42.5

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	148	31.6	137	44.3
5	137	30.2	141	39.9
7	156	31.3	174	49.7
9	134	29.6	117	41.1
11	78	19.2	65	29.8
TOTAL	653	28.7	634	41.8

39. My teachers are too strict.

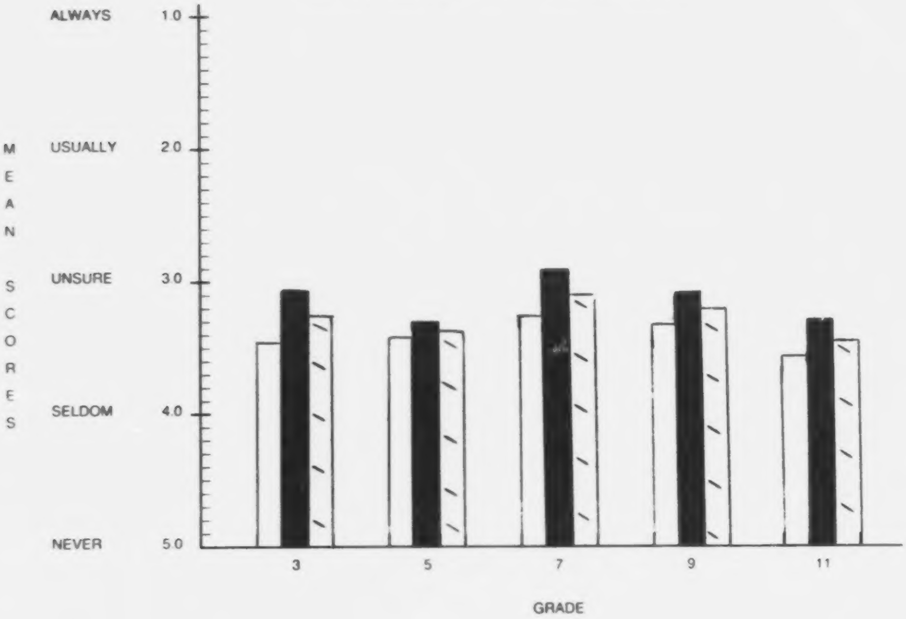
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.44	3.42	3.25	3.33	3.55	3.39
BLACK	3.04	3.29	2.90	3.06	3.28	3.11
OVERALL	3.26	3.36	3.09	3.22	3.44	3.26

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.51	3.44	3.29	3.34	3.55
BLACK RESIDENT	3.09	3.41	3.18	3.29	3.41
WHITE NON-RESIDENT	2.94	3.26	2.82	3.30	3.63
BLACK NON-RESIDENT	3.02	3.24	2.83	3.01	3.25

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.484, $p < .05$) and grade (F = 7.614, $p < .001$). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

40. If I need special help, there is someone at school who will help me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	358	83.8	290	82.9
5	345	82.5	323	83.2
7	350	76.1	285	73.3
9	294	69.5	212	67.5
11	268	71.3	180	72.6
TOTAL	1615	76.8	1290	76.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	311	83.6	82	85.4	47	85.5	208	81.9
5	296	83.4	78	79.6	49	77.8	245	84.5
7	320	76.6	63	77.8	30	71.4	222	72.1
9	278	70.2	34	60.7	16	59.3	178	69.0
11	256	71.1	30	65.2	12	75.0	150	74.3
TOTAL	1461	76.9	287	76.1	154	75.9	1003	76.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	393	84.0	255	82.5
5	374	82.6	294	83.3
7	383	76.8	252	72.0
9	312	69.0	194	68.1
11	286	70.4	162	74.3
TOTAL	1748	76.7	1157	76.4

40. If I need special help, there is someone at school who will help me.

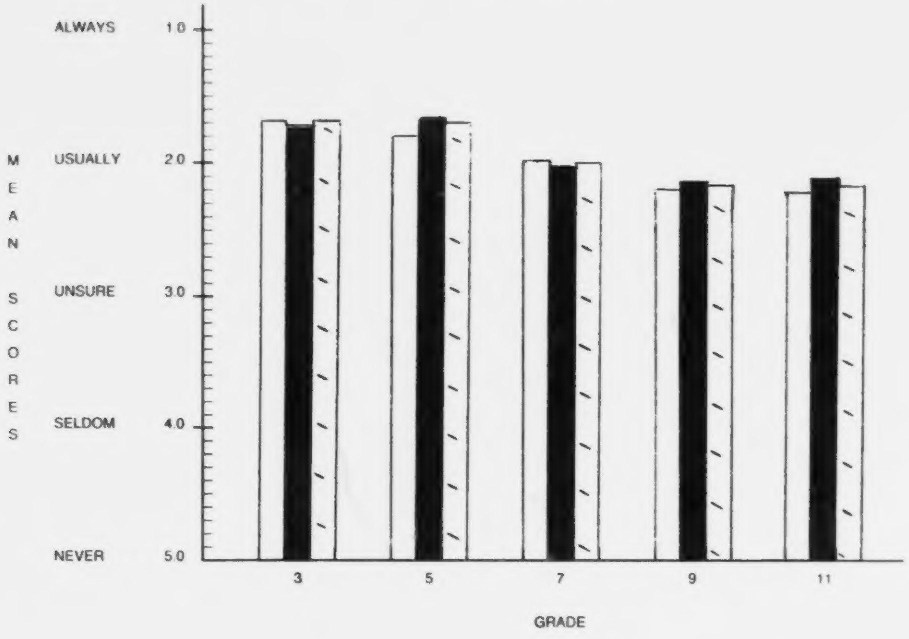
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.71	1.79	1.97	2.21	2.16	1.96
BLACK	1.73	1.67	2.03	2.14	2.10	1.92
OVERALL	1.72	1.73	2.00	2.18	2.14	1.94

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.70	1.79	1.96	2.18	2.16
BLACK RESIDENT	1.67	1.78	1.86	2.33	2.35
WHITE NON-RESIDENT	1.77	1.79	2.07	2.59	2.19
BLACK NON-RESIDENT	1.76	1.63	2.08	2.10	2.05

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 27.070, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

41. My teachers know my name.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	415	97.2	335	95.7
5	411	98.3	377	97.2
7	451	98.0	376	96.7
9	409	96.7	305	97.1
11	364	96.8	243	98.0
TOTAL	2050	97.4	1636	96.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	364	97.8	92	95.8	51	92.7	243	95.7
5	351	98.9	95	96.9	60	95.2	282	97.2
7	410	98.1	78	96.3	41	97.6	298	96.8
9	384	97.0	56	100.0	25	92.6	249	96.5
11	348	96.7	46	100.0	16	100.0	197	97.5
TOTAL	1857	97.7	367	97.3	193	95.1	1269	96.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	456	97.4	294	95.1
5	446	98.5	342	96.9
7	488	97.8	339	96.5
9	440	97.3	274	96.1
11	394	97.0	213	97.7
TOTAL	2224	97.6	1462	96.5

41. My teachers know my name.

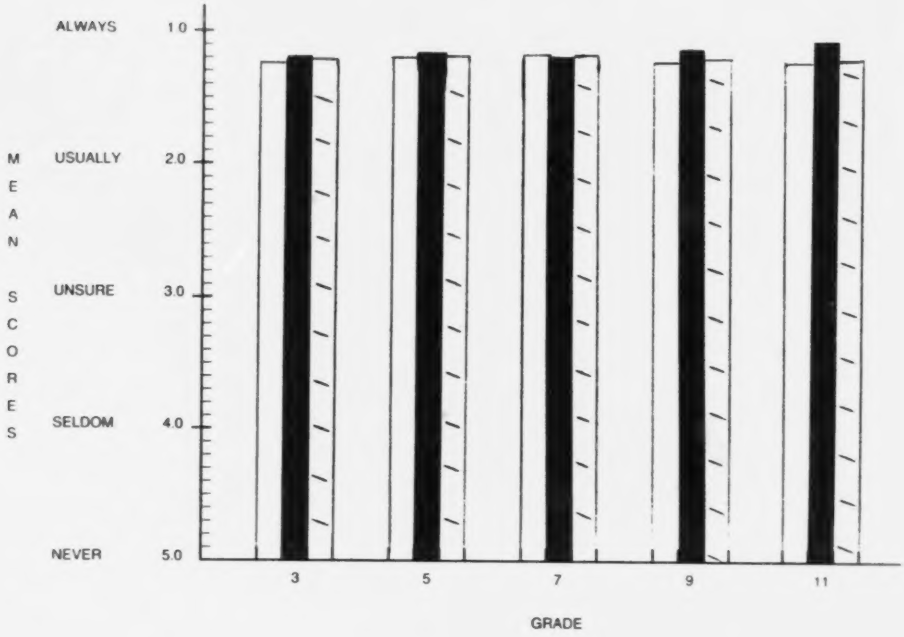
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.24	1.21	1.18	1.24	1.24	1.22
BLACK	1.22	1.17	1.19	1.16	1.12	1.18
OVERALL	1.23	1.19	1.18	1.20	1.19	1.20

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.22	1.19	1.18	1.23	1.24
BLACK RESIDENT	1.29	1.19	1.17	1.13	1.20
WHITE NON-RESIDENT	1.37	1.34	1.12	1.37	1.20
BLACK NON-RESIDENT	1.19	1.17	1.20	1.16	1.10

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of race (F = 4.713, p < .05). The mean scores indicate a positive attitude for both Black students and White students.

42. My principal talks with students in the halls and cafeteria.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	299	70.0	269	76.9
5	302	72.2	309	79.6
7	326	70.9	277	71.2
9	263	62.2	199	63.4
11	212	56.4	158	63.7
TOTAL	1402	66.6	1212	71.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	257	69.1	73	76.0	42	76.4	196	77.2
5	253	71.3	77	78.6	49	77.8	232	80.0
7	292	69.9	61	75.3	34	81.0	216	70.1
9	252	63.6	30	53.6	11	40.7	169	65.5
11	206	57.2	26	56.5	6	37.5	132	65.3
TOTAL	1260	66.3	267	70.8	142	70.0	945	72.0

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	330	70.5	238	77.0
5	328	72.3	281	79.6
7	353	70.7	250	71.4
9	282	62.4	180	63.2
11	232	57.1	138	63.3
TOTAL	1525	67.0	1087	71.7

42. My principal talks with students in the halls and cafeteria.

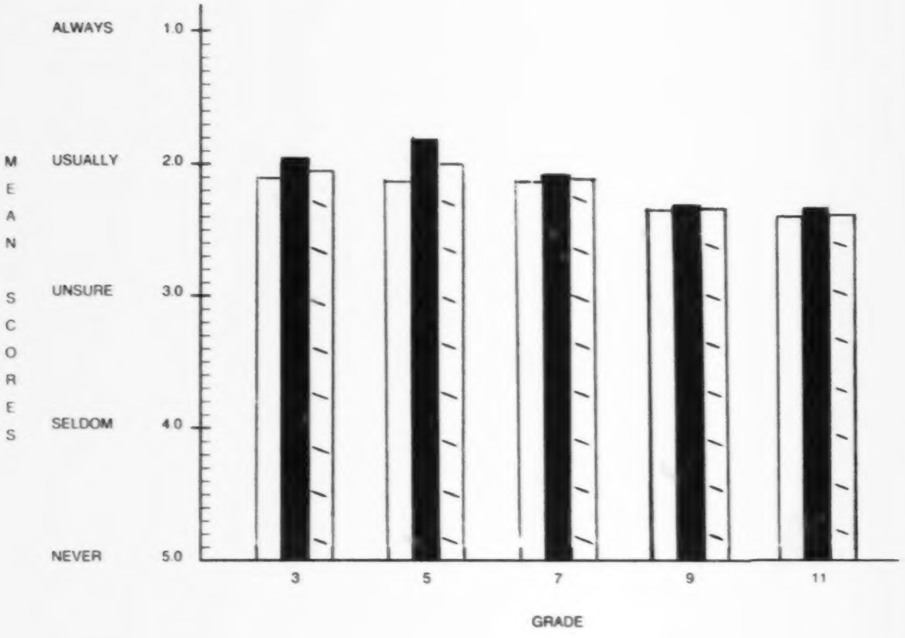
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.11	2.14	2.13	2.32	2.41	2.22
BLACK	1.96	1.82	2.08	2.29	2.35	2.07
OVERALL	2.04	1.99	2.11	2.31	2.39	2.15

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.14	2.17	2.16	2.29	2.39
BLACK RESIDENT	2.00	1.86	1.92	2.48	2.61
WHITE NON-RESIDENT	1.87	2.02	1.80	2.70	2.93
BLACK NON-RESIDENT	1.94	1.81	2.13	2.25	2.29

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 14.815, p < .001) and the three-way interaction of race by status by grade (F = 4.444, p < .001). Although a significant difference existed among the four groups, the mean scores do not indicate a trend.

43. My teachers like me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	310	72.6	245	70.0
5	286	68.4	262	67.5
7	323	70.2	250	64.3
9	307	72.6	199	63.4
11	283	75.3	181	73.0
TOTAL	1509	71.7	1137	67.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	267	71.8	74	77.1	43	78.2	171	67.3
5	250	70.4	63	64.3	36	57.1	199	68.6
7	301	72.0	58	71.6	22	52.4	192	62.3
9	291	73.5	37	66.1	16	59.3	162	62.8
11	272	75.6	38	82.6	11	68.8	143	70.8
TOTAL	1381	72.6	270	71.6	128	63.1	867	66.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	341	72.9	214	69.3
5	313	69.1	235	66.6
7	359	71.9	214	61.1
9	328	72.6	178	62.5
11	310	76.4	154	70.6
TOTAL	1651	72.5	995	65.7

43. My teachers like me.

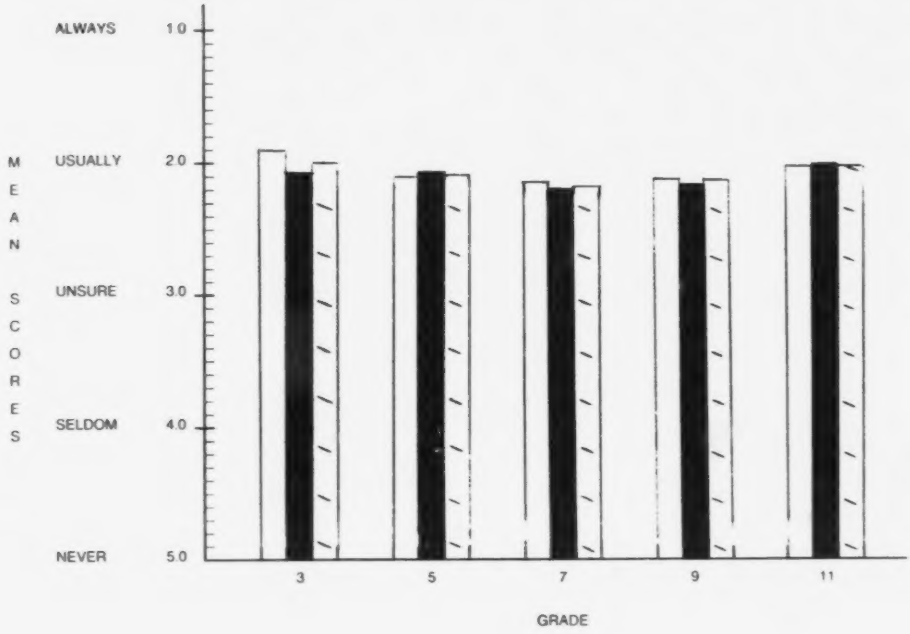
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.93	2.10	2.15	2.11	1.99	2.06
BLACK	2.04	2.05	2.18	2.16	1.98	2.09
OVERALL	1.98	2.07	2.16	2.13	1.99	2.07

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.93	2.05	2.12	2.08	1.99
BLACK RESIDENT	1.89	2.11	1.97	2.11	1.78
WHITE NON-RESIDENT	1.93	2.39	2.45	2.44	1.87
BLACK NON-RESIDENT	2.10	2.03	2.24	2.18	2.03

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 4.953, p < .001). The mean scores do not indicate a trend for the grades.

44. My principal is interested in the students.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	327	76.6	277	79.1
5	325	77.8	283	72.9
7	330	71.7	246	63.2
9	257	60.8	175	55.7
11	228	60.6	127	51.2
TOTAL	1467	69.7	1108	65.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	281	75.5	76	79.2	46	83.6	201	79.1
5	275	77.5	66	67.3	50	79.4	217	74.8
7	302	72.3	48	59.3	32	76.2	198	64.3
9	247	62.4	35	62.5	10	37.0	140	54.3
11	223	61.9	21	45.7	5	31.3	106	52.5
TOTAL	1328	69.9	246	65.3	143	70.4	862	65.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	357	76.3	247	79.9
5	341	75.3	267	75.6
7	346	69.3	230	65.7
9	282	62.4	150	52.6
11	244	60.1	111	50.9
TOTAL	1570	68.9	1005	66.3

44. My principal is interested in the students.

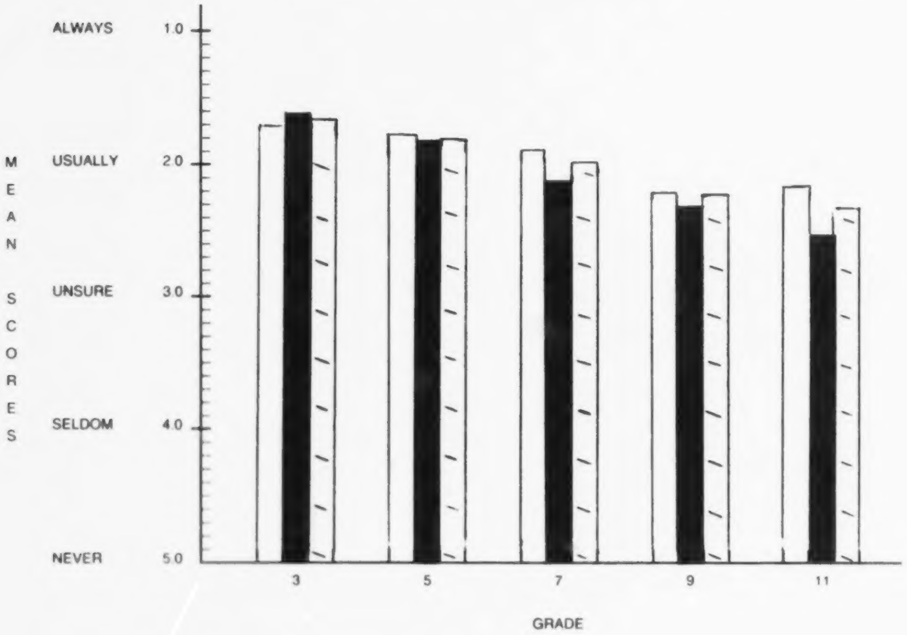
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.69	1.75	1.86	2.17	2.15	1.92
BLACK	1.60	1.81	2.09	2.29	2.51	2.02
OVERALL	1.65	1.78	1.96	2.22	2.30	1.96

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.70	1.75	1.87	2.13	2.11
BLACK RESIDENT	1.53	1.95	2.05	2.20	2.57
WHITE NON-RESIDENT	1.59	1.73	1.76	2.70	3.07
BLACK NON-RESIDENT	1.63	1.77	2.10	2.31	2.50

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 49.039, $p < .001$) and the three-way interaction of race by status by grade (F = 3.356, $p < .01$). Although a significant difference existed among the four groups, the mean scores do not indicate a trend.

45. It is easy to make new friends at my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	321	75.2	246	70.3
5	327	78.2	293	75.5
7	370	80.4	302	77.6
9	333	78.7	242	77.1
11	268	71.3	192	77.4
TOTAL	1619	76.9	1275	75.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	294	79.0	71	74.0	27	49.1	175	68.9
5	281	79.4	78	79.6	45	71.4	215	74.1
7	337	80.6	64	79.0	33	78.6	238	77.3
9	315	79.5	47	83.9	18	66.7	195	75.6
11	255	70.8	42	91.3	13	81.3	150	74.3
TOTAL	1482	78.0	302	80.1	136	67.0	973	74.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	365	78.0	202	65.4
5	360	79.5	260	73.7
7	401	80.4	271	77.4
9	362	80.1	213	74.7
11	297	73.2	163	74.8
TOTAL	1785	78.4	1109	73.2

45. It is easy to make new friends at my school.

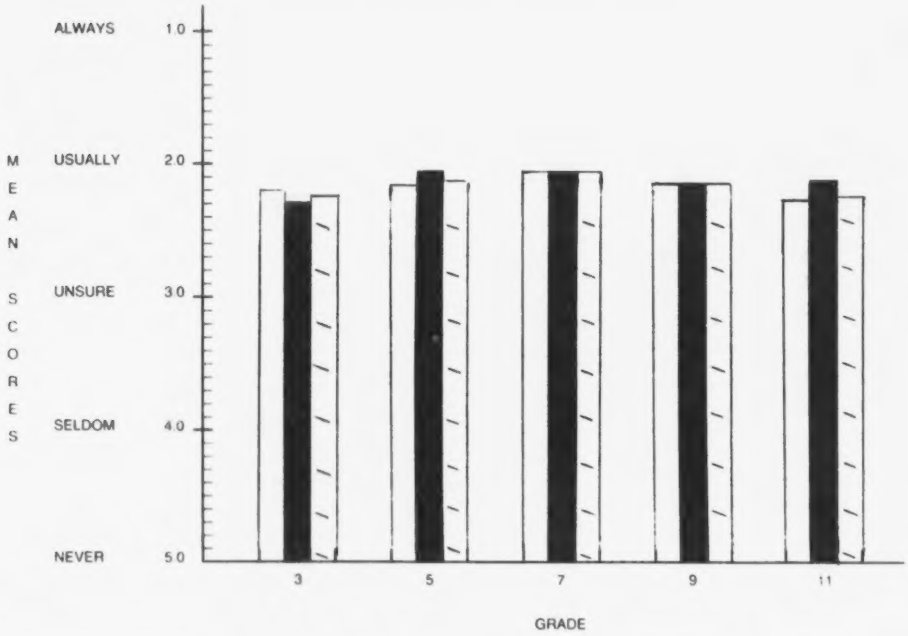
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.20	2.16	2.05	2.13	2.25	2.15
BLACK	2.27	2.06	2.05	2.13	2.11	2.12
OVERALL	2.23	2.11	2.05	2.13	2.19	2.14

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.11	2.14	2.06	2.12	2.27
BLACK RESIDENT	2.14	1.98	1.99	2.04	1.78
WHITE NON-RESIDENT	2.83	2.27	2.02	2.30	1.87
BLACK NON-RESIDENT	2.33	2.09	2.07	2.16	2.19

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 8.721, $p < .01$), grade (F = 3.257, $p < .05$) and the three-way interaction of race by status by grade (F = 2.995, $p < .05$). Although a significant difference existed among the four groups, the mean scores do not indicate a trend.

46. I have friends at my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	395	92.5	326	93.1
5	396	94.7	368	94.8
7	445	96.7	372	95.6
9	407	96.2	299	95.2
11	359	95.5	237	95.6
TOTAL	2002	95.2	1602	94.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	348	93.5	91	94.8	47	85.5	235	92.5
5	339	95.5	92	93.9	57	90.5	276	95.2
7	406	97.1	74	91.4	39	92.9	298	96.8
9	382	96.5	55	98.2	25	92.6	244	94.6
11	343	95.3	45	97.8	16	100.0	192	95.0
TOTAL	1818	95.6	357	94.7	184	90.6	1245	94.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	439	93.8	282	91.3
5	431	95.1	333	94.3
7	480	96.2	337	96.3
9	437	96.7	269	94.4
11	388	95.6	208	95.4
TOTAL	2175	95.5	1429	94.3

46. I have friends at my school.

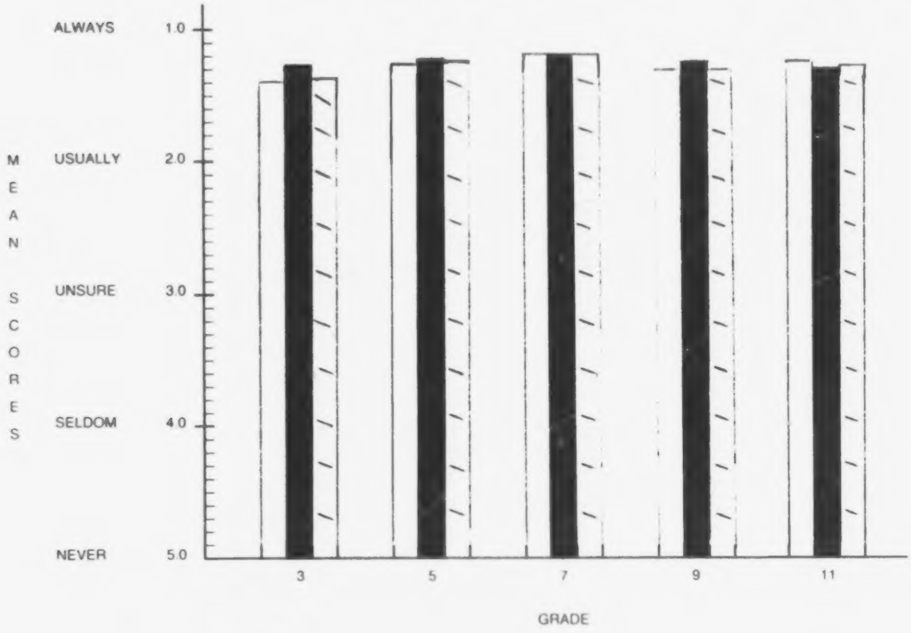
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.41	1.27	1.17	1.28	1.23	1.25
BLACK	1.27	1.21	1.17	1.24	1.28	1.26
OVERALL	1.35	1.24	1.17	1.26	1.25	1.25

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.36	1.25	1.16	1.26	1.24
BLACK RESIDENT	1.20	1.20	1.23	1.18	1.24
WHITE NON-RESIDENT	1.69	1.39	1.28	1.48	1.06
BLACK NON-RESIDENT	1.30	1.21	1.16	1.26	1.28

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 11.803, p < .001), grade (F = 7.588, p < .001) and the two-way interaction of race by grade (F = 2.931, p < .05). The mean scores indicate a generally positive attitude for both the Black students and the White students.

47. Other students help me feel good about myself.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	282	66.0	236	67.4
5	286	68.4	260	67.0
7	296	64.3	253	65.0
9	261	61.7	198	63.1
11	242	64.4	149	60.1
TOTAL	1367	65.0	1096	64.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	247	66.4	72	75.0	35	63.6	164	64.6
5	251	70.7	63	64.3	35	55.6	197	67.9
7	272	65.1	56	69.1	24	57.1	197	64.0
9	245	61.9	35	62.5	16	59.3	163	63.2
11	231	64.2	28	60.9	11	68.8	121	59.9
TOTAL	1246	65.5	254	67.4	121	59.6	842	64.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	319	68.2	199	64.4
5	314	69.3	232	65.7
7	328	65.7	221	63.1
9	280	61.9	179	62.8
11	259	63.8	132	60.6
TOTAL	1500	65.8	963	63.6

47. Other students help me feel good about myself.

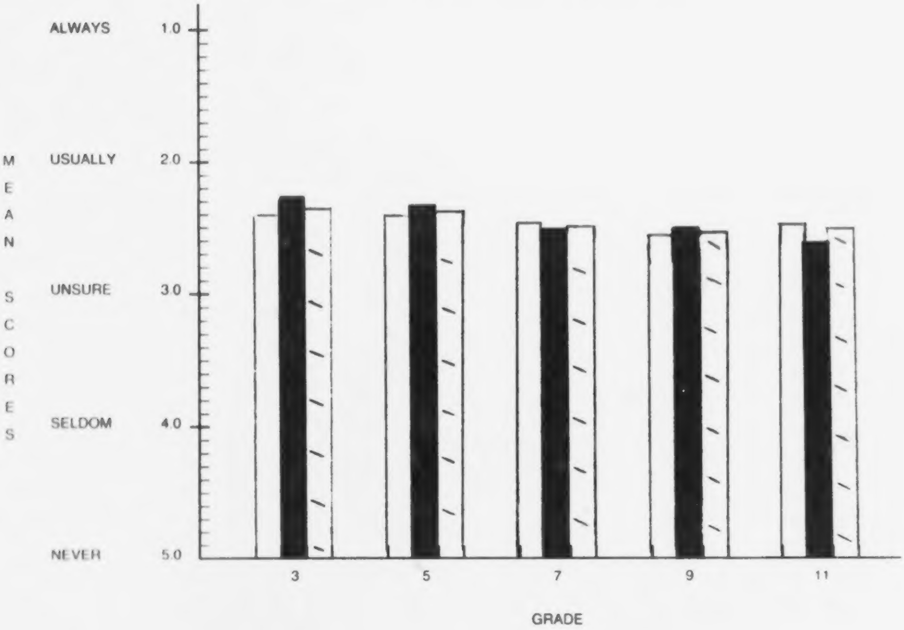
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.41	2.42	2.45	2.55	2.45	2.46
BLACK	2.26	2.30	2.49	2.52	2.60	2.42
OVERALL	2.34	2.37	2.47	2.54	2.51	2.44

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.39	2.38	2.45	2.53	2.45
BLACK RESIDENT	2.03	2.33	2.41	2.58	2.58
WHITE NON-RESIDENT	2.53	2.68	2.54	2.78	2.56
BLACK NON-RESIDENT	2.34	2.29	2.51	2.51	2.61

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 5.296, $p < .05$) and grade (F = 4.251, $p < .01$). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

48. Other students treat me like everybody else.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	276	64.6	225	64.3
5	295	70.6	263	67.8
7	326	70.9	278	71.5
9	326	77.1	217	69.1
11	285	75.8	174	70.2
TOTAL	1508	71.7	1157	68.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	243	65.3	68	70.8	33	60.0	157	61.8
5	256	72.1	68	69.4	39	61.9	195	67.2
7	300	71.8	60	74.1	26	61.9	218	70.8
9	308	77.8	38	67.9	18	66.7	179	69.4
11	274	76.1	36	78.3	11	68.8	138	68.3
TOTAL	1381	72.6	270	71.6	127	62.6	887	67.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	311	66.5	190	61.5
5	324	71.5	234	66.3
7	360	72.1	244	69.7
9	346	76.5	197	69.1
11	310	76.4	149	68.3
TOTAL	1651	72.5	1014	66.9

48. Other students treat me like everybody else.

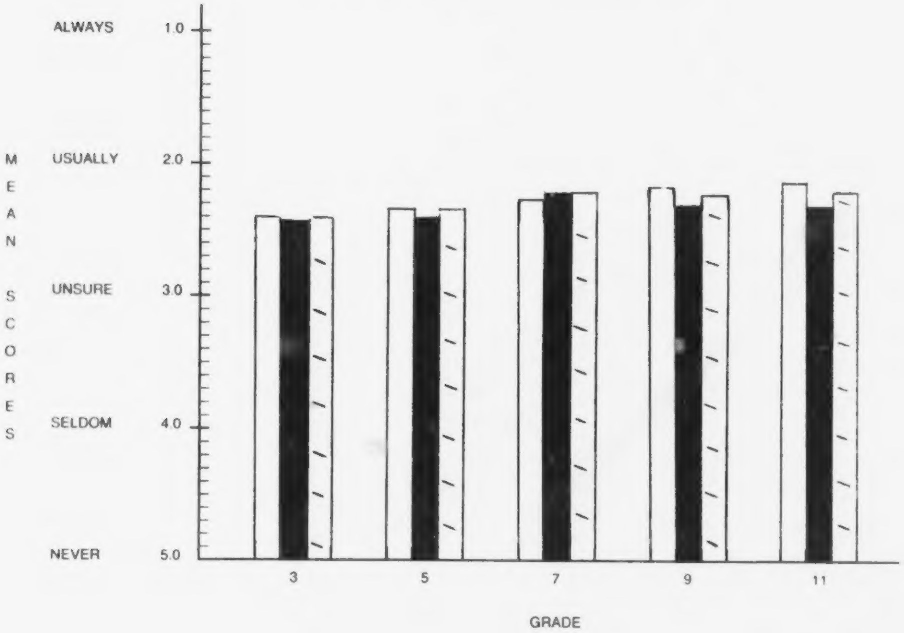
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.41	2.33	2.25	2.16	2.14	2.26
BLACK	2.42	2.36	2.24	2.30	2.32	2.33
OVERALL	2.41	2.34	2.24	2.22	2.21	2.29

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.37	2.29	2.23	2.15	2.14
BLACK RESIDENT	2.23	2.25	2.14	2.36	2.27
WHITE NON-RESIDENT	2.67	2.53	2.41	2.33	2.19
BLACK NON-RESIDENT	2.49	2.39	2.27	2.29	2.33

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 3.840, p > .01). The mean scores indicate a more positive attitude among the students as the grade level increases.

49. Other students are mean to me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	107	25.1	112	32.0
5	81	19.4	88	22.7
7	57	12.4	60	15.4
9	30	7.1	36	11.5
11	9	2.4	14	5.6
TOTAL	284	13.5	310	18.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	85	22.8	28	29.2	22	40.0	84	33.1
5	58	16.3	21	21.4	23	36.5	67	23.1
7	49	11.7	13	16.0	8	19.0	47	15.3
9	30	7.6	5	8.9	0	0.0	31	12.0
11	9	2.5	1	2.2	0	0.0	13	6.4
TOTAL	231	12.2	68	18.0	53	26.1	242	18.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	113	24.1	106	34.3
5	79	17.4	90	25.5
7	62	12.4	55	15.7
9	35	7.7	31	10.9
11	10	2.5	13	6.0
TOTAL	299	13.1	295	19.5

49. Other students are mean to me.

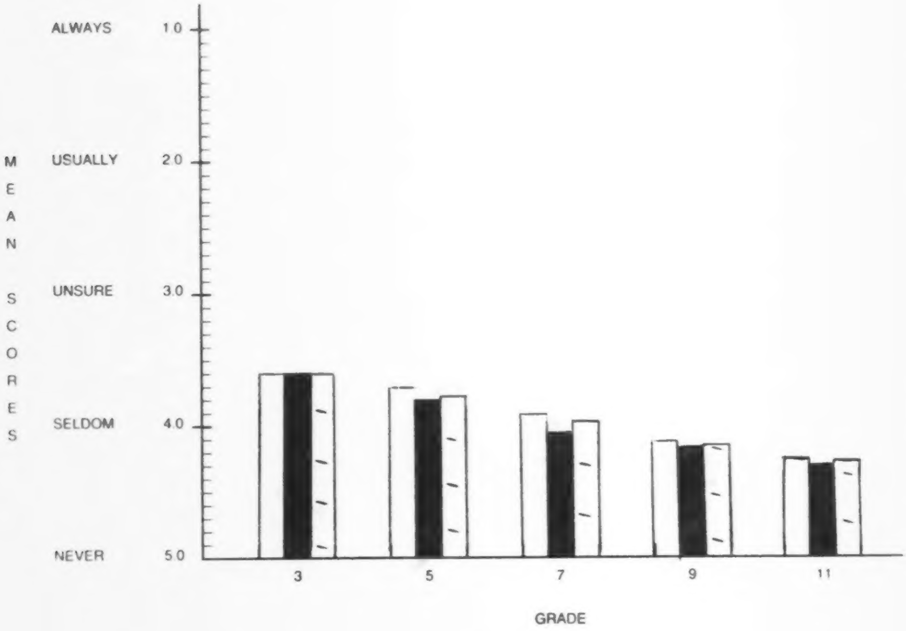
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.64	3.67	3.87	4.11	4.25	3.90
BLACK	3.63	3.83	4.04	4.13	4.32	3.97
OVERALL	3.63	3.75	3.95	4.12	4.28	3.93

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.69	3.76	3.90	4.10	4.24
BLACK RESIDENT	3.69	3.89	4.03	4.24	4.53
WHITE NON-RESIDENT	3.31	3.18	3.62	4.19	4.38
BLACK NON-RESIDENT	3.61	3.81	4.05	4.11	4.27

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 17.321, p < .001) and grade (F = 41.764, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores indicate a less positive attitude among the students as the grade level increases.

50. Students in my school have respect for other students.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	288	67.4	222	63.4
5	258	61.7	220	56.7
7	229	49.8	174	44.7
9	214	50.6	133	42.4
11	193	51.3	118	47.6
TOTAL	1182	56.2	867	51.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	249	66.9	67	69.8	39	70.9	155	61.0
5	230	64.8	52	53.1	28	44.4	168	57.9
7	216	51.7	34	42.0	13	31.0	140	45.5
9	205	51.8	19	33.9	9	33.3	114	44.2
11	186	51.7	26	56.5	7	43.3	92	45.5
TOTAL	1086	57.1	198	52.5	96	47.3	669	51.0

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	316	67.5	194	62.8
5	282	62.3	196	55.5
7	250	50.1	153	43.7
9	225	49.6	123	43.2
11	212	52.2	99	45.4
TOTAL	1285	56.4	765	50.5

50. Students in my school have respect for other students.

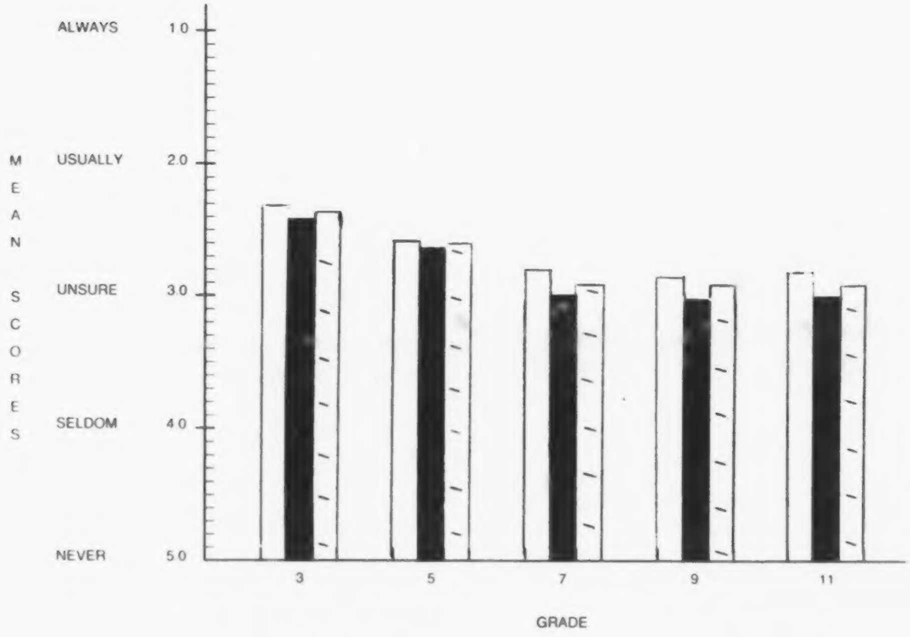
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.29	2.57	2.78	2.82	2.79	2.65
BLACK	2.43	2.63	3.00	3.03	2.98	2.80
OVERALL	2.35	2.60	2.88	2.91	2.87	2.72

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.29	2.49	2.74	2.79	2.78
BLACK RESIDENT	2.27	2.68	3.05	3.07	2.78
WHITE NON-RESIDENT	2.31	2.98	3.23	3.22	3.00
BLACK NON-RESIDENT	2.49	2.61	2.99	3.02	3.03

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade ($F = 34.461$, $p < .001$). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

51. Students in my school want Black students and White students here.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	240	56.2	216	61.7
5	211	50.5	219	56.4
7	153	33.3	189	48.6
9	122	28.8	124	39.5
11	83	22.1	100	40.3
TOTAL	809	38.5	848	50.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	205	55.1	70	72.9	35	63.6	146	57.5
5	179	50.4	55	56.1	32	50.8	164	56.6
7	138	33.0	47	58.0	15	35.7	142	46.1
9	110	27.8	25	44.6	12	44.4	99	38.4
11	76	21.1	32	69.6	7	43.8	68	33.7
TOTAL	708	37.2	229	60.7	101	49.8	619	47.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	275	58.8	181	58.6
5	234	51.7	196	55.5
7	185	37.1	157	44.9
9	135	29.9	111	38.9
11	108	26.6	75	34.4
TOTAL	937	41.1	720	47.5

51. Students in my school want Black students and White students here.

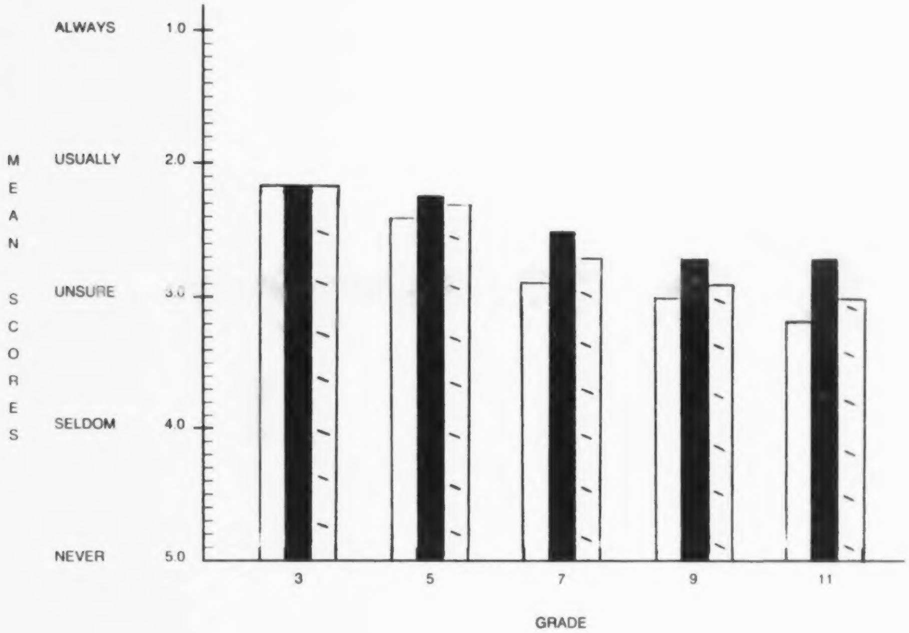
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.17	2.37	2.92	3.03	3.16	2.72
BLACK	2.16	2.24	2.47	2.71	2.70	2.43
OVERALL	2.17	2.31	2.71	2.90	2.97	2.59

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.19	2.40	2.91	3.06	3.18
BLACK RESIDENT	1.79	2.19	2.18	2.56	2.13
WHITE NON-RESIDENT	2.04	2.20	2.98	2.69	2.53
BLACK NON-RESIDENT	2.30	2.26	2.54	2.75	2.83

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race ($F = 51.442$, $p < .001$), grade ($F = 80.979$, $p < .001$), the two-way interaction of race by grade ($F = 5.215$, $p < .001$) and the three-way interaction of race by status by grade ($F = 2.381$ $p < .05$). The mean scores indicate the Black resident students have the most positive attitudes. The mean scores do not indicate a trend for the other groups.

52. I have helped students of a different race with their schoolwork.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	203	47.5	199	56.9
5	218	52.2	276	71.1
7	238	51.7	266	68.4
9	202	47.8	194	61.8
11	152	40.4	156	62.9
TOTAL	1013	48.1	1091	64.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	169	45.4	58	60.4	34	61.8	141	55.5
5	185	52.1	67	68.4	33	52.4	209	72.1
7	222	53.1	51	63.0	16	38.1	215	69.8
9	187	47.2	31	55.4	15	55.6	163	63.2
11	144	40.0	30	65.2	8	50.0	126	62.4
TOTAL	907	47.7	237	62.9	106	52.2	854	65.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	227	48.5	175	56.6
5	252	55.6	242	68.6
7	273	54.7	231	66.0
9	218	48.2	178	62.5
11	174	42.9	134	61.5
TOTAL	1144	50.2	960	63.4

52. I have helped students of a different race with their schoolwork.

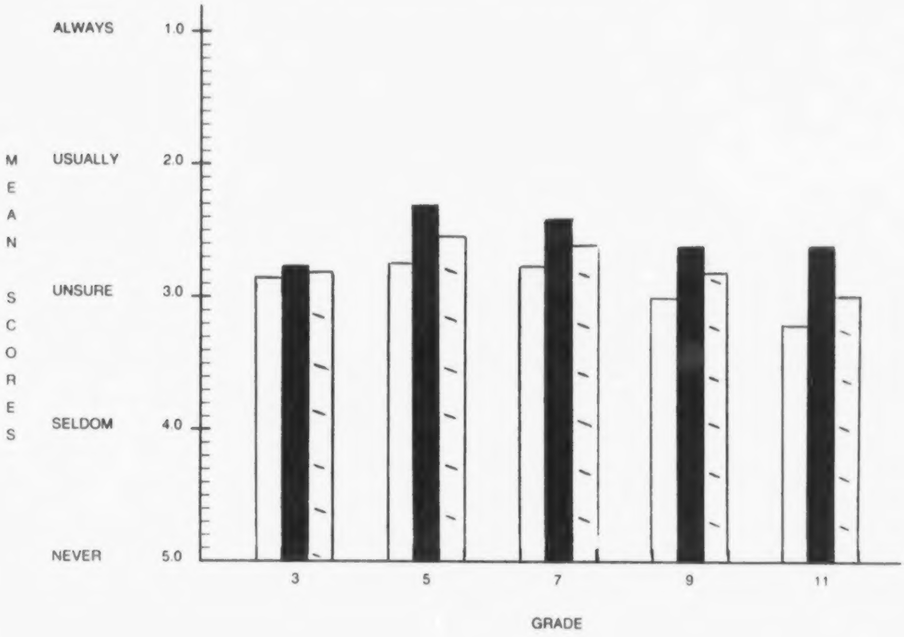
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.85	2.76	2.77	2.98	3.18	2.90
BLACK	2.75	2.28	2.41	2.57	2.62	2.51
OVERALL	2.81	2.53	2.60	2.81	2.95	2.73

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.89	2.77	2.75	2.99	3.20
BLACK RESIDENT	2.67	2.31	2.64	2.69	2.60
WHITE NON-RESIDENT	2.60	2.70	2.98	2.81	2.87
BLACK NON-RESIDENT	2.78	2.27	2.35	2.54	2.62

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 27.219, p < .001) and grade (F = 10.634, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

53. I have participated with students of a different race in school activities.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	279	65.3	246	70.3
5	336	80.4	318	82.0
7	366	79.6	333	85.6
9	322	76.1	261	83.1
11	277	73.7	203	81.9
TOTAL	1580	75.1	1361	80.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	240	64.5	71	74.0	39	70.9	175	68.9
5	290	81.7	82	83.7	46	73.0	236	81.4
7	334	79.9	69	85.2	32	76.2	264	85.7
9	301	76.0	49	87.5	21	77.8	212	82.2
11	263	73.1	42	91.3	14	87.5	161	79.7
TOTAL	1428	75.1	313	83.0	152	74.9	1048	79.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	311	66.5	214	69.3
5	372	82.1	282	79.9
7	403	80.8	296	84.6
9	350	77.4	233	81.8
11	305	75.1	175	80.3
TOTAL	1741	76.4	1200	79.2

53. I have participated with students of a different race in school activities.

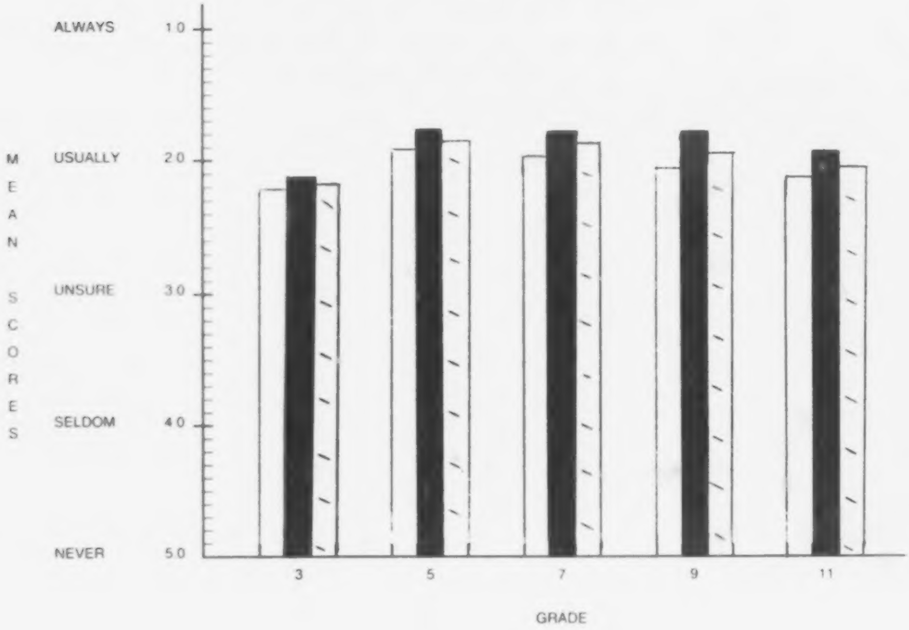
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.21	1.92	1.97	2.04	2.13	2.05
BLACK	2.09	1.76	1.78	1.78	1.87	1.85
OVERALL	2.15	1.84	1.88	1.93	2.02	1.96

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.21	1.90	1.97	2.04	2.15
BLACK RESIDENT	2.03	1.76	1.72	1.60	1.64
WHITE NON-RESIDENT	2.17	2.02	2.05	2.04	1.47
BLACK NON-RESIDENT	2.11	1.76	1.79	1.82	1.92

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 18.142, p < .001) and grade (F = 8.263, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

54. My teachers tell me when I am doing good work.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	346	81.0	285	81.4
5	299	71.5	302	77.8
7	344	74.8	302	77.6
9	250	59.1	219	69.7
11	220	58.5	167	67.3
TOTAL	1459	69.3	1275	75.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	308	82.8	76	79.2	38	69.1	209	82.3
5	252	71.0	69	70.4	47	74.6	233	80.3
7	317	75.8	61	75.3	27	64.3	241	78.2
9	237	59.8	33	58.9	13	48.1	186	72.1
11	213	58.9	31	67.4	8	50.0	136	67.3
TOTAL	1327	69.8	270	71.6	133	65.5	1005	76.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	384	82.1	247	79.9
5	321	70.9	280	79.3
7	378	75.8	268	76.6
9	270	59.7	199	69.8
11	243	59.9	144	66.1
TOTAL	1596	70.1	1138	75.1

54. My teachers tell me when I am doing good work.

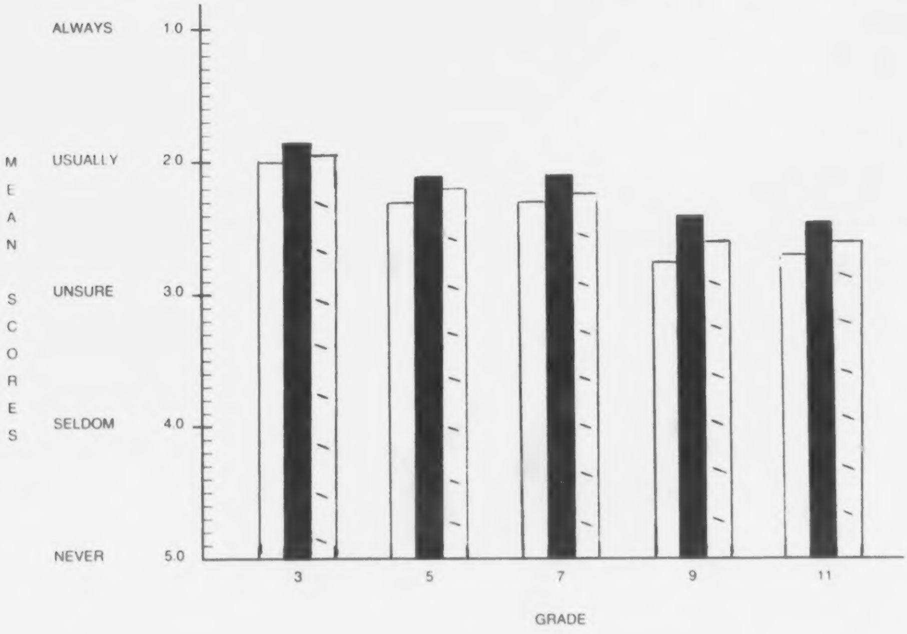
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.99	2.27	2.31	2.74	2.70	2.39
BLACK	1.86	2.09	2.11	2.40	2.46	2.16
OVERALL	1.93	2.18	2.22	2.59	2.60	2.29

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.96	2.30	2.30	2.71	2.70
BLACK RESIDENT	2.03	2.33	2.18	2.76	2.56
WHITE NON-RESIDENT	2.15	2.08	2.45	3.12	2.60
BLACK NON-RESIDENT	1.79	2.01	2.09	2.32	2.44

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race ($F = 6.064$, $p < .05$) and grade ($F = 46.925$, $p < .001$). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

55. I have been blamed for things at school that were not my fault.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	161	37.7	233	66.6
5	159	38.0	233	60.1
7	173	37.6	206	53.0
9	120	28.4	136	43.3
11	60	16.0	74	29.8
TOTAL	673	32.0	882	52.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	135	36.3	62	64.6	26	47.3	171	67.3
5	124	34.9	51	52.0	35	55.6	182	62.8
7	152	36.4	29	35.8	21	50.0	177	57.5
9	110	27.8	16	28.6	10	37.0	120	46.5
11	57	15.8	13	28.3	3	18.3	61	30.2
TOTAL	578	30.4	171	45.4	95	46.8	711	54.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	197	42.1	197	63.8
5	175	38.6	217	61.5
7	181	36.3	198	56.6
9	126	27.9	130	45.6
11	70	17.2	64	29.4
TOTAL	749	32.9	806	53.2

55. I have been blamed for things at school that were not my fault.

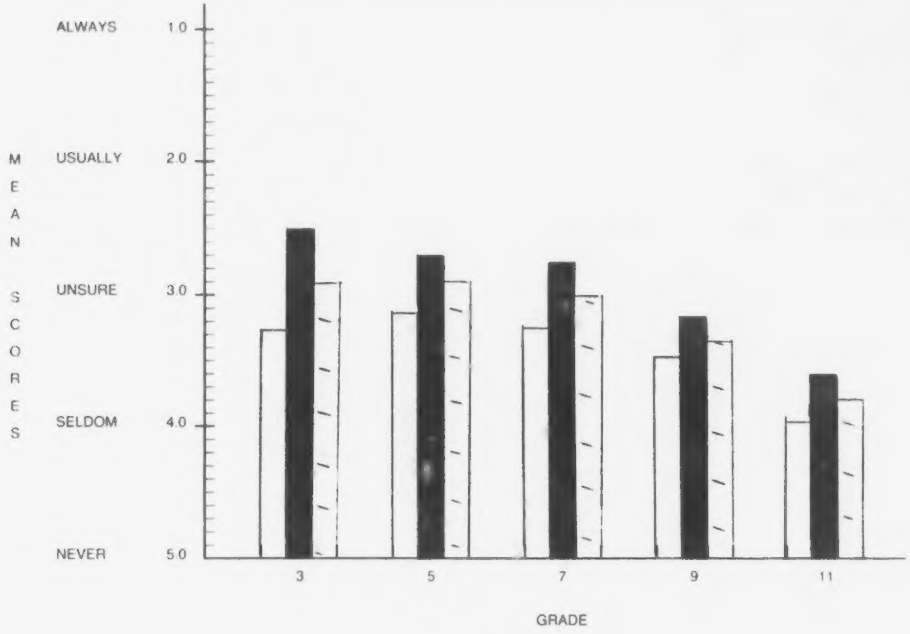
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.25	3.13	3.22	3.45	3.94	3.38
BLACK	2.49	2.68	2.75	3.15	3.57	2.87
OVERALL	2.91	2.91	3.01	3.32	3.79	3.16

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.27	3.22	3.26	3.47	3.93
BLACK RESIDENT	2.57	2.85	3.24	3.55	3.62
WHITE NON-RESIDENT	3.08	2.62	2.83	3.27	4.13
BLACK NON-RESIDENT	2.45	2.62	2.63	3.06	3.56

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 19.555, p < .001), grade (F = 45.663, p < .001) and the two-way interactions of race by grade (F = 3.754, p < .01). The mean scores indicate a more positive attitude for the White students compared to the Black students at all grade levels.

56. In my school I am punished for things I did not do.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	122	28.6	195	55.7
5	127	30.4	171	44.1
7	99	21.5	140	36.0
9	73	17.3	87	27.7
11	35	9.3	45	18.1
TOTAL	456	21.7	638	37.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	101	27.2	51	53.1	21	38.2	144	56.7
5	102	28.7	40	40.8	25	39.7	131	45.2
7	81	19.4	24	29.6	18	42.9	116	37.7
9	66	16.7	13	23.2	7	25.9	74	28.7
11	32	8.9	8	17.4	3	18.8	37	18.3
TOTAL	382	20.1	136	36.1	74	36.5	502	38.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	152	32.5	165	53.4
5	142	31.3	156	44.2
7	105	21.0	134	38.3
9	79	17.5	81	28.4
11	40	9.9	40	18.3
TOTAL	518	22.7	576	38.0

56. In my school I am punished for things I did not do.

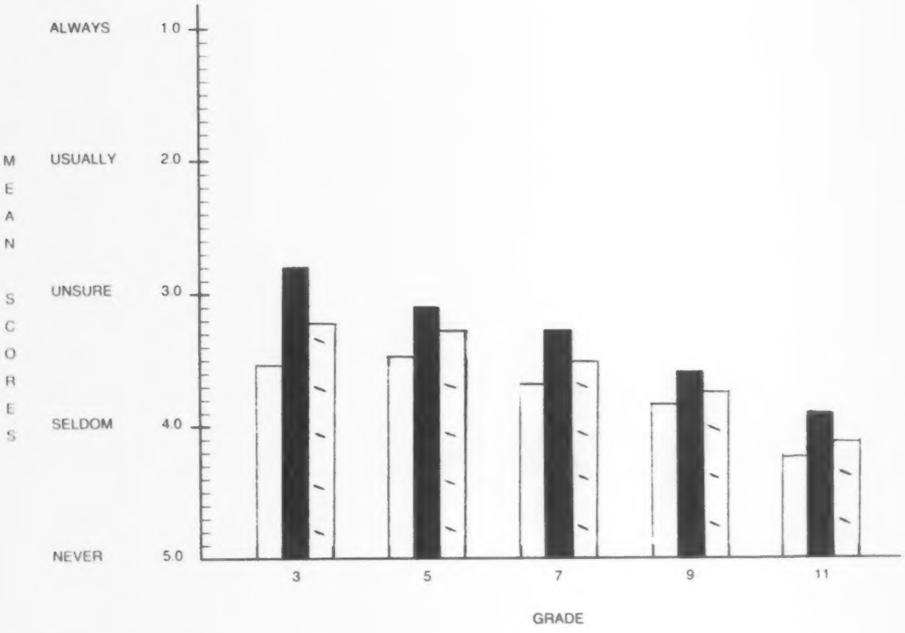
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.54	3.47	3.70	3.83	4.24	3.74
BLACK	2.81	3.08	3.30	3.58	3.93	3.29
OVERALL	3.22	3.28	3.52	3.73	4.12	3.54

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.58	3.53	3.75	3.85	4.25
BLACK RESIDENT	2.91	3.15	3.47	3.78	3.87
WHITE NON-RESIDENT	3.29	3.15	3.15	3.56	3.94
BLACK NON-RESIDENT	2.78	3.06	3.25	3.54	3.94

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 21.568, p < .001), grade (F = 47.258, p < .001) and the two-way interaction of race by grade (F = 2.670, p < .05). The mean scores indicate a more positive attitude for the White students compared to the Black students at all grade levels.

57. Rules in my school are fair.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	361	84.5	262	74.9
5	333	79.7	281	72.4
7	356	77.4	244	62.7
9	304	71.9	180	57.3
11	255	67.8	151	60.9
TOTAL	1609	76.5	1118	66.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	317	85.2	81	84.4	44	80.0	181	71.3
5	287	80.8	74	75.5	46	73.0	207	71.4
7	326	78.0	54	66.7	30	71.4	190	61.7
9	281	71.0	38	67.9	23	85.2	142	55.0
11	245	68.1	33	71.7	10	62.5	118	58.4
TOTAL	1456	76.6	280	74.3	153	75.4	838	63.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	398	85.0	225	72.8
5	361	79.7	253	71.7
7	380	76.2	220	62.9
9	319	70.6	165	57.9
11	278	68.5	128	58.7
TOTAL	1736	76.2	991	65.4

57. Rules in my school are fair.

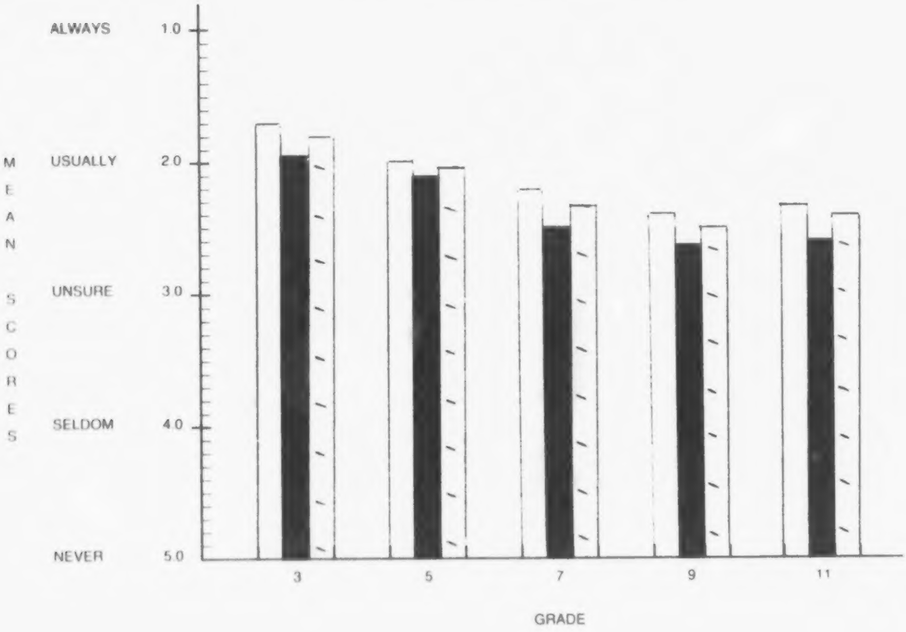
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.70	1.98	2.17	2.38	2.30	2.10
BLACK	1.95	2.11	2.49	2.62	2.56	2.32
OVERALL	1.81	2.04	2.32	2.48	2.40	2.20

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.67	1.96	2.17	2.39	2.29
BLACK RESIDENT	1.68	2.05	2.30	2.33	2.33
WHITE NON-RESIDENT	1.89	2.13	2.10	2.19	2.31
BLACK NON-RESIDENT	2.05	2.13	2.54	2.68	2.61

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.968, p < .05) and grade (F = 46.052, p < .001). The mean scores indicate a more positive attitude for the White students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

58. It is important to follow the rules in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	410	96.0	327	93.4
5	397	95.0	363	93.6
7	435	94.6	362	93.1
9	376	88.9	271	86.3
11	326	86.7	224	90.3
TOTAL	1944	92.4	1547	91.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	359	96.5	91	94.8	51	92.7	236	92.9
5	336	94.6	93	94.9	61	96.8	270	93.1
7	395	94.5	76	93.8	40	95.2	286	92.9
9	356	89.9	53	94.6	20	74.1	218	84.5
11	313	86.9	42	91.3	13	81.3	182	90.1
TOTAL	1759	92.5	355	94.2	185	91.1	1192	90.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	450	96.2	287	92.9
5	429	94.7	331	93.8
7	471	94.4	326	93.1
9	409	90.5	238	83.5
11	355	87.4	195	89.4
TOTAL	2114	92.8	1377	90.9

58. It is important to follow the rules in my school.

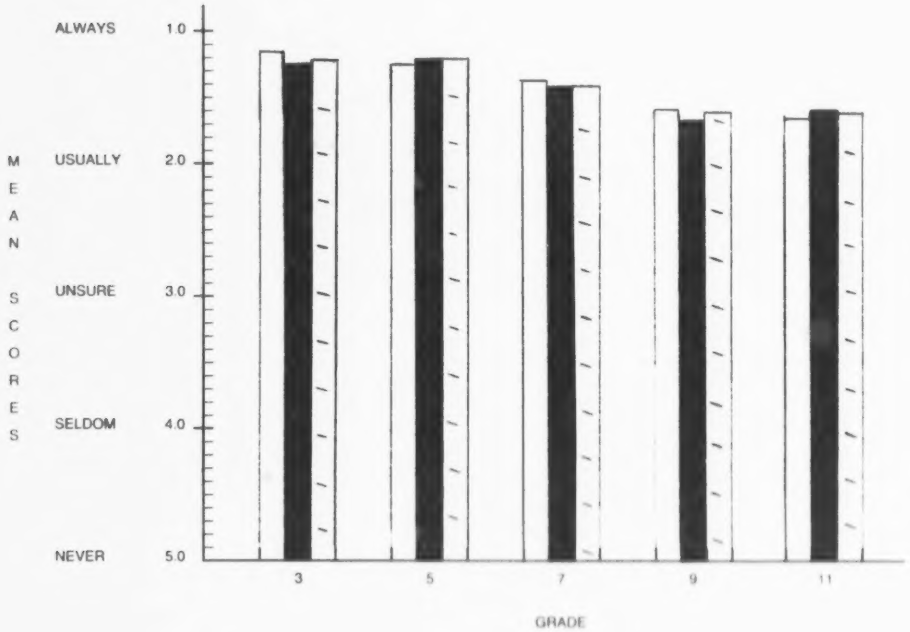
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.15	1.25	1.34	1.58	1.61	1.38
BLACK	1.23	1.24	1.35	1.64	1.57	1.38
OVERALL	1.18	1.24	1.35	1.60	1.59	1.38

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.13	1.26	1.34	1.55	1.60
BLACK RESIDENT	1.19	1.15	1.29	1.49	1.53
WHITE NON-RESIDENT	1.29	1.18	1.36	2.04	1.88
BLACK NON-RESIDENT	1.24	1.27	1.37	1.67	1.58

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 45.537, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

59. I should cooperate with my teachers.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	394	92.3	291	83.1
5	379	90.7	347	89.4
7	433	94.1	349	89.7
9	388	91.7	275	87.6
11	354	94.1	229	92.3
TOTAL	1948	92.6	1491	88.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	342	91.9	80	83.3	52	94.5	211	83.1
5	329	92.7	88	89.8	50	79.4	259	89.3
7	396	94.7	69	85.2	37	88.1	280	90.9
9	365	92.2	53	94.6	23	85.2	222	86.0
11	338	93.9	41	89.1	16	100.0	188	93.1
TOTAL	1770	93.1	331	87.8	178	87.7	1160	88.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	422	90.2	263	85.1
5	417	92.1	309	87.5
7	465	93.2	317	90.6
9	418	92.5	245	86.0
11	379	93.3	204	93.6
TOTAL	2101	92.2	1338	88.3

59. I should cooperate with my teachers.

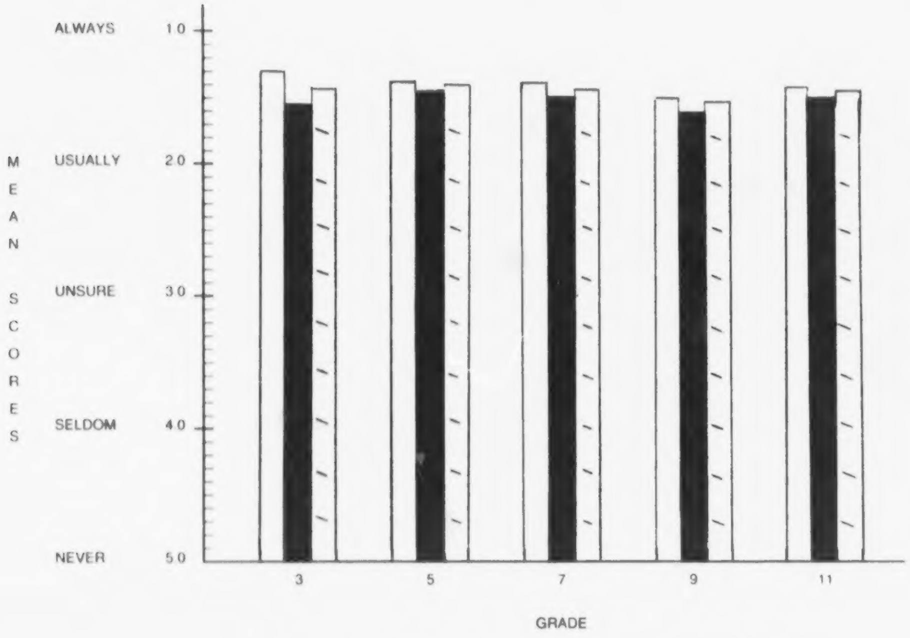
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.31	1.37	1.38	1.50	1.42	1.39
BLACK	1.56	1.43	1.49	1.57	1.50	1.51
OVERALL	1.42	1.40	1.43	1.53	1.45	1.44

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.32	1.33	1.36	1.48	1.41
BLACK RESIDENT	1.53	1.39	1.59	1.47	1.60
WHITE NON-RESIDENT	1.24	1.60	1.51	1.81	1.44
BLACK NON-RESIDENT	1.57	1.44	1.46	1.59	1.47

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 5.080, p < .05), grade (F = 3.174, p < .05) and the two-way interaction of race by grade (F = 2.734, p < .05). The mean scores indicate a more positive attitude for the white students at every grade level.

60. I know what I am supposed to do in school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	387	90.6	294	84.0
5	386	92.3	354	91.2
7	437	95.0	365	93.8
9	393	92.9	291	92.7
11	359	95.5	243	98.0
TOTAL	1962	93.3	1547	91.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	338	90.9	87	90.6	49	89.1	207	81.5
5	330	93.0	91	92.9	56	88.9	263	90.7
7	398	95.2	75	92.6	39	92.9	290	94.2
9	369	93.2	54	96.4	24	88.9	237	91.9
11	343	95.3	43	93.5	16	100.0	200	99.0
TOTAL	1778	93.5	350	92.8	184	90.6	1197	91.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	425	90.8	256	82.8
5	421	92.9	319	90.4
7	473	94.8	329	94.0
9	423	93.6	261	91.6
11	386	95.1	216	99.1
TOTAL	2128	93.4	1381	91.2

60. I know what I am supposed to do in class.

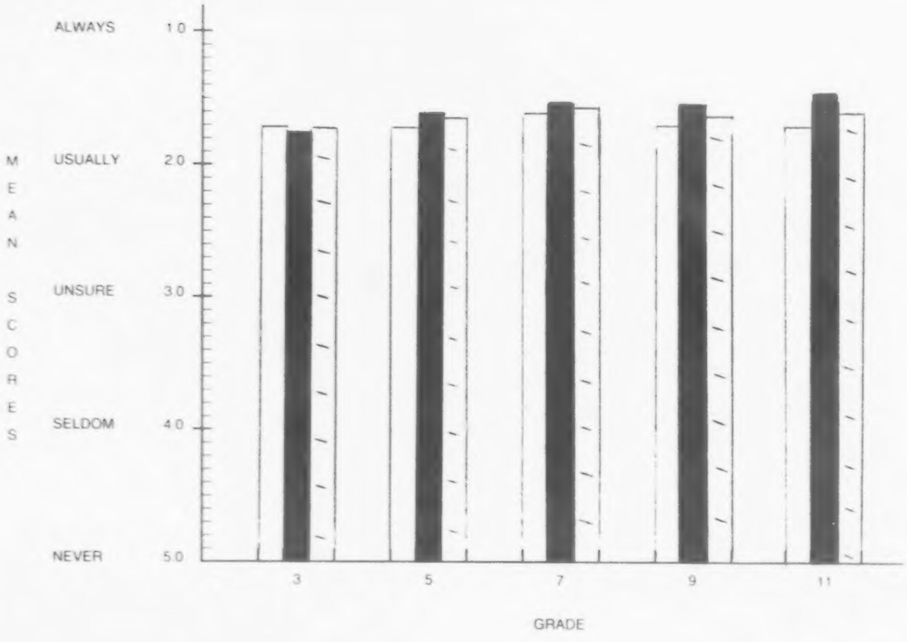
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.72	1.69	1.61	1.70	1.68	1.68
BLACK	1.75	1.59	1.53	1.54	1.45	1.58
OVERALL	1.73	1.64	1.58	1.63	1.59	1.64

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.73	1.68	1.60	1.70	1.68
BLACK RESIDENT	1.62	1.51	1.66	1.51	1.58
WHITE NON-RESIDENT	1.69	1.77	1.69	1.78	1.69
BLACK NON-RESIDENT	1.80	1.62	1.50	1.55	1.42

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 12.697, p < .001) and grade (F = 5.666, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

61. My teachers have told my parents how I am doing in school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	253	59.3	250	71.4
5	262	62.7	239	61.6
7	221	48.0	204	52.4
9	146	34.5	138	43.9
11	96	25.5	84	33.9
TOTAL	4978	46.5	915	54.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	214	57.5	73	76.0	39	70.9	177	69.7
5	222	62.5	50	51.0	40	63.5	189	65.2
7	199	47.6	38	46.9	22	52.4	166	53.9
9	136	34.3	23	41.1	10	37.0	115	44.6
11	88	24.4	17	37.0	8	50.0	67	33.2
TOTAL	859	45.2	201	53.3	119	58.6	714	54.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	287	61.3	216	69.9
5	272	60.0	229	64.9
7	237	47.5	188	53.7
9	159	35.2	125	43.9
11	105	25.9	75	34.4
TOTAL	1060	46.5	833	55.0

61. My teachers have told my parents how I am doing in school.

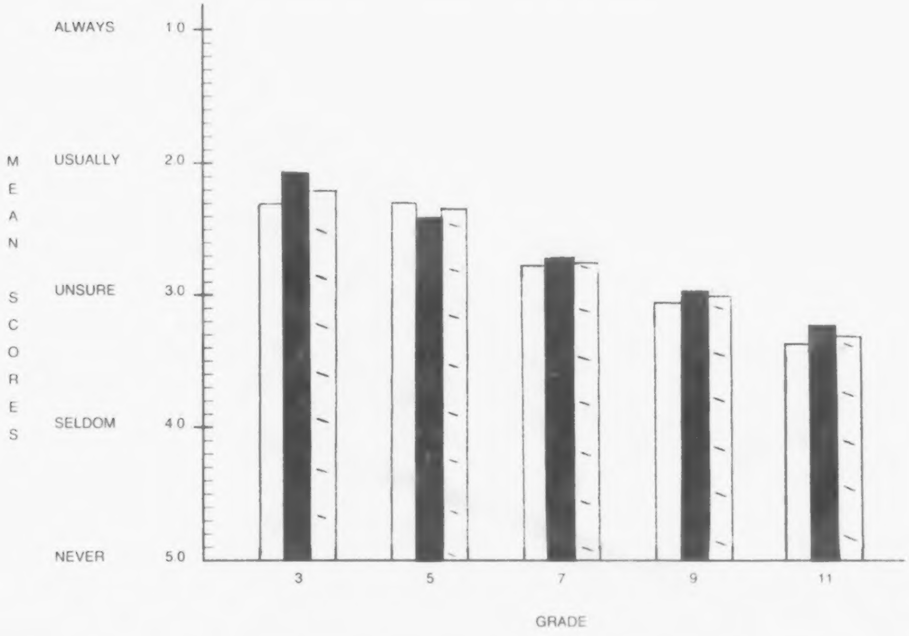
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.30	2.28	2.76	3.06	3.37	2.74
BLACK	2.08	2.40	2.71	2.95	3.19	2.62
OVERALL	2.20	2.34	2.73	3.01	3.29	2.69

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.33	2.27	2.77	3.05	3.38
BLACK RESIDENT	1.92	2.56	2.86	3.11	3.24
WHITE NON-RESIDENT	2.09	2.30	2.67	3.15	3.13
BLACK NON-RESIDENT	2.15	2.35	2.67	2.91	3.17

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 111.059, p < .001) and the two-way interaction of race by grade (F = 2.418, p < .05). In general, the mean scores indicate a less positive attitude for the Black students and the White students as the grade level increases.

62. My teachers treat all students fairly.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	358	83.8	246	70.3
5	333	79.7	288	74.2
7	359	78.0	267	68.6
9	295	69.7	211	67.2
11	257	68.4	173	69.8
TOTAL	1602	76.1	1185	70.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	314	84.4	71	74.0	44	80.0	175	68.9
5	282	79.4	74	75.5	51	81.0	214	73.8
7	326	78.0	54	66.7	33	78.6	213	69.2
9	276	69.7	37	66.1	19	70.4	174	67.4
11	247	68.6	36	78.3	10	62.5	137	67.8
TOTAL	1445	76.0	272	72.1	157	77.3	913	69.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	385	82.3	219	70.9
5	356	78.6	265	75.1
7	380	76.2	246	70.3
9	313	69.2	193	67.7
11	283	69.7	147	67.4
TOTAL	1717	75.4	1070	70.6

62. My teachers treat all students fairly.

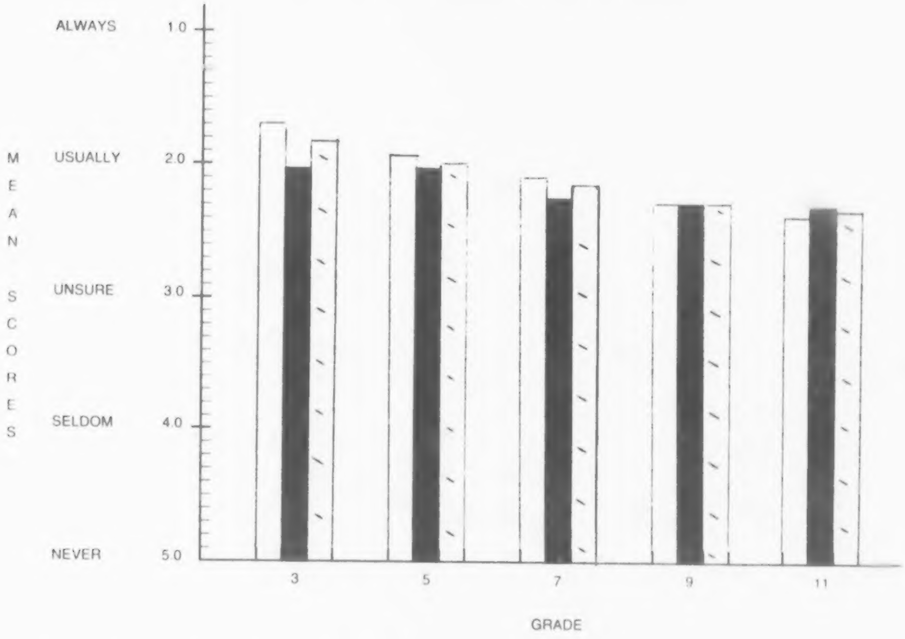
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.67	1.94	2.07	2.29	2.35	2.06
BLACK	2.02	2.03	2.26	2.29	2.28	2.17
OVERALL	1.83	1.99	2.15	2.29	2.32	2.11

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.67	1.97	2.06	2.29	2.34
BLACK RESIDENT	1.92	1.88	2.21	2.25	2.02
WHITE NON-RESIDENT	1.67	1.75	2.15	2.26	2.38
BLACK NON-RESIDENT	2.06	2.08	2.27	2.30	2.35

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 25.177, p < .001). The mean scores indicate a less positive attitude among the students as the grade level increases.

63. My teacher spends too much time trying to get students to behave.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	280	65.6	270	77.1
5	248	59.3	274	70.6
7	283	61.5	247	63.5
9	178	42.1	157	50.0
11	102	27.1	79	31.9
TOTAL	1091	51.9	1027	60.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	237	63.7	76	79.2	43	78.2	194	76.4
5	199	56.1	72	73.5	49	77.3	202	69.7
7	248	59.3	55	67.9	35	83.3	192	62.3
9	162	40.9	33	58.9	16	59.3	124	48.1
11	95	26.4	19	41.3	7	43.8	60	29.7
TOTAL	941	49.5	255	67.6	150	73.9	772	58.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	313	66.9	237	76.7
5	271	59.8	251	71.1
7	303	60.7	227	64.9
9	195	43.1	140	49.1
11	114	28.1	67	30.7
TOTAL	1196	52.5	922	60.9

63. My teacher spends too much time trying to get students to behave.

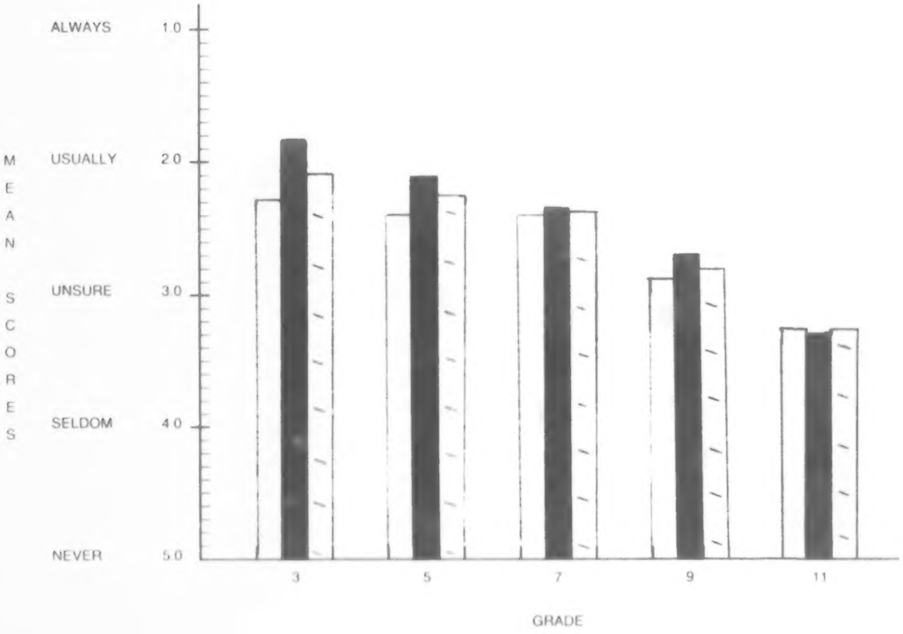
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.27	2.38	2.40	2.85	3.26	2.61
BLACK	1.82	2.10	2.34	2.71	3.30	2.39
OVERALL	2.07	2.25	2.37	2.79	3.27	2.51

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.31	2.49	2.45	2.88	3.28
BLACK RESIDENT	1.75	1.99	2.28	2.58	2.91
WHITE NON-RESIDENT	1.98	1.77	1.80	2.37	2.69
BLACK NON-RESIDENT	1.85	2.14	2.35	2.74	3.39

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.480, p < .05) and grade (F = 93.793, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores indicate a less positive attitude among the students as the grade level increases.

64. My parents come to parent/teacher meetings.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	277	64.9	202	57.7
5	271	64.8	211	54.4
7	212	46.1	152	39.1
9	143	33.8	63	20.1
11	90	23.9	54	21.8
TOTAL	993	47.2	682	40.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	249	66.9	66	68.8	28	50.9	136	53.5
5	232	65.4	62	63.3	39	61.9	149	51.4
7	190	45.5	38	46.9	22	52.4	114	37.0
9	135	34.1	20	35.7	8	29.6	43	16.7
11	83	23.1	14	30.4	7	43.8	40	19.8
TOTAL	889	46.8	200	53.1	104	51.2	482	36.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	315	67.3	164	53.1
5	294	64.9	188	53.3
7	228	45.7	136	38.9
9	155	34.3	51	17.9
11	97	23.9	47	21.6
TOTAL	1089	47.8	586	38.7

64. My parents come to parent/teacher meetings.

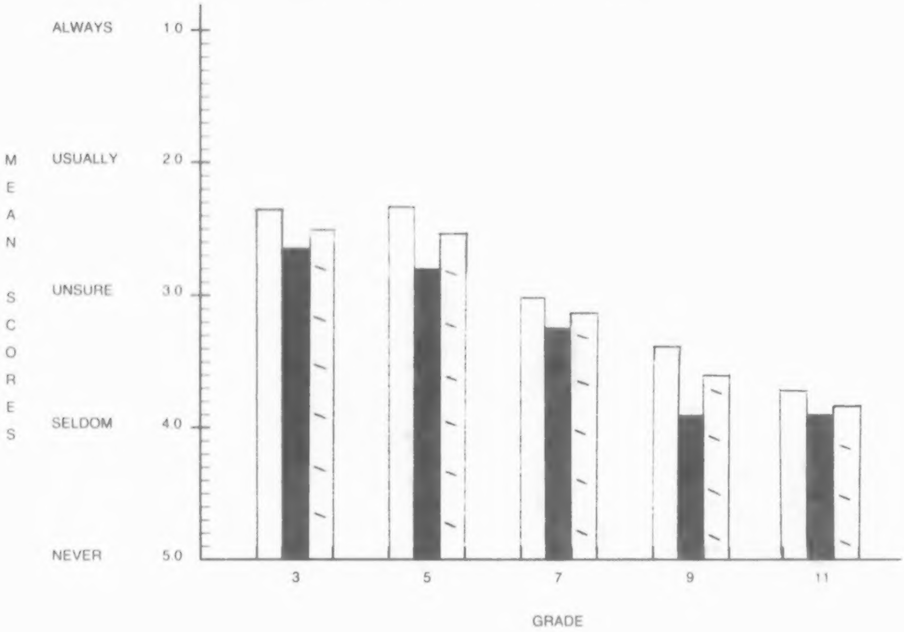
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.36	2.33	3.02	3.38	3.70	2.94
BLACK	2.65	2.79	3.23	3.90	3.89	3.23
OVERALL	2.49	2.55	3.12	3.60	3.78	3.07

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.27	2.30	3.03	3.37	3.72
BLACK RESIDENT	2.21	2.45	2.94	3.29	3.59
WHITE NON-RESIDENT	2.98	2.51	2.92	3.59	3.19
BLACK NON-RESIDENT	2.82	2.91	3.31	4.03	3.96

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 133.537, $p < .001$). The mean scores indicate a less positive attitude among the students as the grade level increases.

65. **My parents have talked to some of my teachers.**

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	290	67.9	271	77.4
5	313	74.9	283	72.9
7	247	53.7	232	59.6
9	200	47.3	155	49.4
11	165	43.9	102	41.1
TOTAL	1215	57.7	1043	61.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	249	66.9	72	75.0	41	74.5	199	78.3
5	267	75.2	70	71.4	46	73.0	213	73.4
7	215	51.4	49	60.5	32	76.2	183	59.4
9	186	47.0	24	42.9	14	51.9	131	50.8
11	153	42.5	25	54.3	12	75.0	77	38.1
TOTAL	1070	56.3	240	63.7	145	71.4	803	61.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	321	68.6	240	77.7
5	337	74.4	259	73.4
7	264	52.9	215	61.4
9	210	46.5	145	50.9
11	178	43.8	89	40.8
TOTAL	1310	575	948	62.6

65. My parents have talked to some of my teachers.

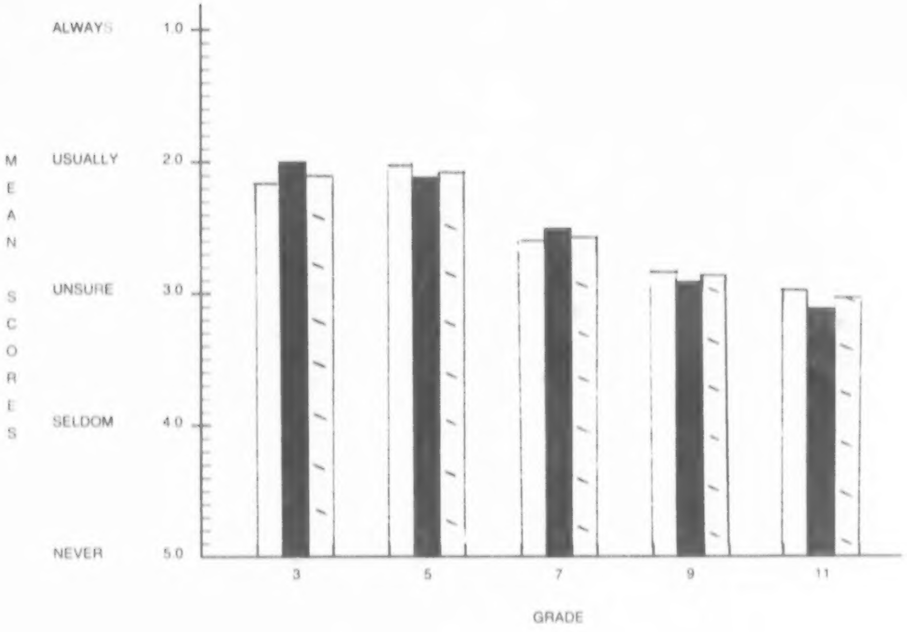
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.18	2.03	2.61	2.84	2.95	2.51
BLACK	1.99	2.08	2.51	2.88	3.13	2.46
OVERALL	2.10	2.06	2.56	2.86	3.02	2.49

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.21	2.02	2.66	2.84	2.97
BLACK RESIDENT	2.09	2.03	2.53	2.84	2.89
WHITE NON-RESIDENT	2.00	2.10	2.07	2.81	2.38
BLACK NON-RESIDENT	1.96	2.09	2.50	2.89	3.19

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 35.261, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

66. My parents and I talk about school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	320	74.9	277	79.1
5	304	72.7	305	78.6
7	337	73.3	299	76.9
9	302	71.4	244	77.7
11	283	75.3	197	79.4
TOTAL	1546	73.5	1322	78.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	279	75.0	74	77.1	41	74.5	199	78.3
5	264	74.4	81	82.7	40	63.5	213	73.4
7	307	73.4	60	74.1	30	71.4	183	59.4
9	284	71.7	45	80.4	18	66.7	131	50.8
11	271	75.3	35	76.1	12	75.0	77	38.1
TOTAL	1405	73.9	295	78.2	141	69.5	803	61.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	353	75.4	244	79.0
5	345	76.2	264	74.8
7	367	73.5	269	76.9
9	329	72.8	217	76.1
11	306	75.4	174	79.8
TOTAL	1700	74.6	1168	77.1

66. My parents and I talk about school.

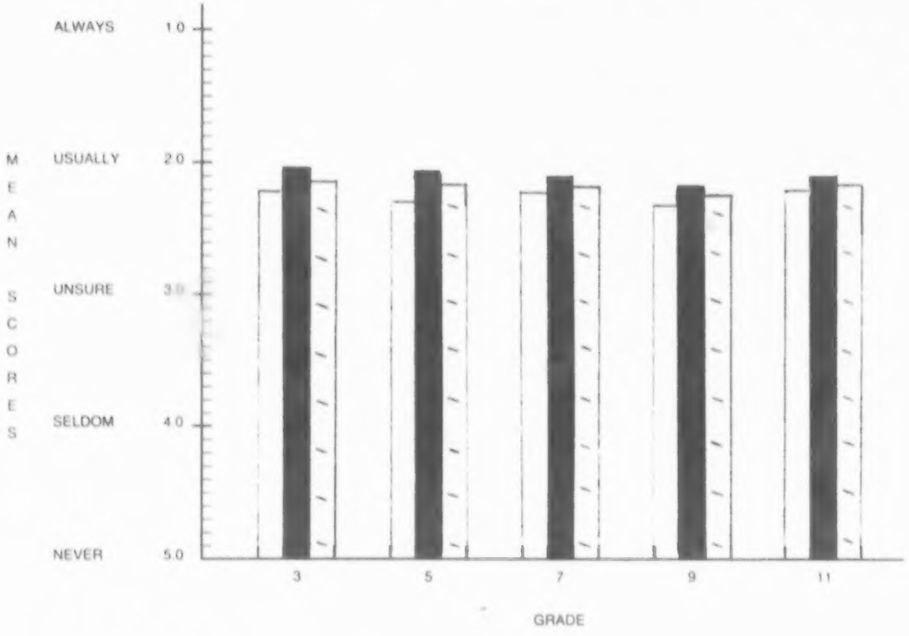
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.23	2.30	2.24	2.32	2.18	2.26
BLACK	2.04	2.06	2.10	2.16	2.11	2.09
OVERALL	2.14	2.18	2.18	2.25	2.15	2.18

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.22	2.28	2.24	2.31	2.18
BLACK RESIDENT	2.07	1.92	2.23	2.02	2.16
WHITE NON-RESIDENT	2.30	2.40	2.26	2.56	2.25
BLACK NON-RESIDENT	2.02	2.11	2.07	2.19	2.10

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of race (F = 16.451, p < .001). The mean scores indicate a more positive attitude for the Black students.

67. My parents help me with my homework.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	320	74.9	291	83.1
5	276	66.0	303	78.1
7	301	65.4	282	72.5
9	193	45.6	168	53.5
11	97	25.8	97	39.1
TOTAL	1187	56.4	1141	67.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	282	75.8	77	80.2	38	69.1	214	84.3
5	237	66.8	78	79.6	39	61.9	225	77.6
7	276	66.0	59	72.8	25	59.5	223	72.4
9	185	46.7	32	57.1	8	29.6	136	52.7
11	92	25.6	19	41.3	5	31.3	78	38.6
TOTAL	1072	56.4	265	70.3	115	56.7	876	66.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	359	76.7	252	81.6
5	315	69.5	264	74.8
7	335	67.1	248	70.9
9	217	48.0	144	50.5
11	111	27.3	83	38.1
TOTAL	1337	58.7	991	65.4

67. My parents help me with my homework.

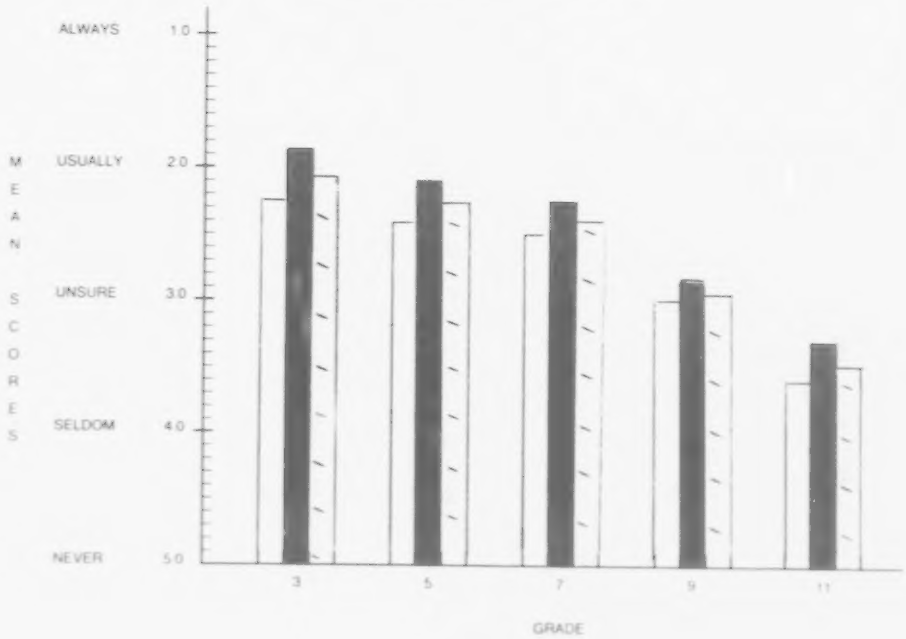
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.24	2.42	2.49	3.01	3.60	2.73
BLACK	1.86	2.08	2.23	2.83	3.28	2.39
OVERALL	2.07	2.26	2.37	2.94	3.47	2.58

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.21	2.39	2.48	2.97	3.60
BLACK RESIDENT	1.94	2.06	2.21	2.67	3.16
WHITE NON-RESIDENT	2.43	2.63	2.59	3.59	3.50
BLACK NON-RESIDENT	1.83	2.09	2.24	2.87	3.31

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 42.456, p < .001) and grade (F = 135.875, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

68. My parents are happy with my grades.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	376	88.1	291	83.1
5	353	84.4	299	77.1
7	359	78.0	260	66.8
9	303	71.6	208	66.2
11	290	77.1	182	73.4
TOTAL	1681	79.9	1240	73.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	329	88.4	82	85.4	47	85.5	209	82.3
5	305	85.9	76	77.6	48	76.2	223	76.9
7	331	79.2	52	64.2	28	66.7	208	67.5
9	282	71.2	36	64.3	21	77.8	172	66.7
11	282	78.3	31	67.4	8	50.0	151	74.8
TOTAL	1529	80.4	277	73.5	152	74.9	963	73.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	411	87.8	256	82.8
5	381	84.1	271	76.8
7	383	76.8	236	67.4
9	318	70.4	193	67.7
11	313	77.1	159	72.9
TOTAL	1806	79.3	1115	73.6

68. My parents are happy with my grades.

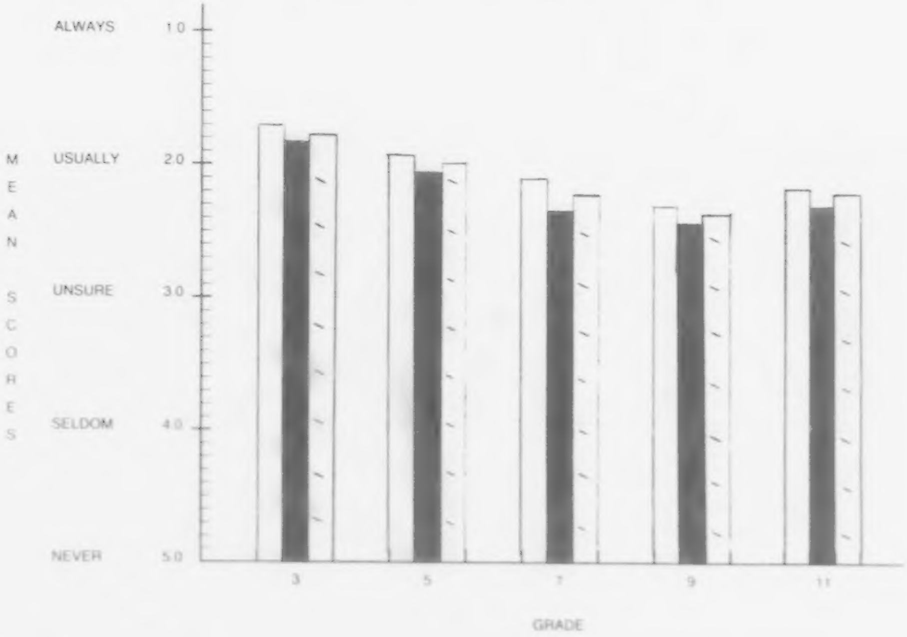
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.70	1.92	2.10	2.29	2.14	2.03
BLACK	1.83	2.08	2.38	2.45	2.25	2.19
OVERALL	1.76	2.00	2.23	2.36	2.18	2.10

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.67	1.89	2.08	2.31	2.10
BLACK RESIDENT	1.82	2.02	2.35	2.56	2.38
WHITE NON-RESIDENT	1.93	2.15	2.33	2.11	3.00
BLACK NON-RESIDENT	1.83	2.10	2.39	2.42	2.22

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 5.855, p < .05) and grade (F = 42.594, p < .001). The mean scores indicate a more positive attitude for White students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

69. My parents encourage me to finish my homework.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	393	92.0	321	91.7
5	382	91.4	348	89.7
7	431	93.7	363	93.3
9	378	89.4	282	89.8
11	314	83.5	223	89.9
TOTAL	1898	90.2	1537	91.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	343	92.2	89	92.7	50	90.9	232	91.3
5	326	91.8	86	87.8	56	88.9	262	90.3
7	392	93.8	77	95.1	39	92.9	286	92.9
9	358	90.4	54	96.4	20	74.1	228	88.4
11	304	84.4	42	91.3	10	62.5	181	89.6
TOTAL	1723	90.6	348	92.3	175	86.2	1189	90.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	432	92.3	282	91.3
5	412	90.9	318	90.1
7	469	94.0	325	92.9
9	412	91.2	248	87.0
11	346	85.2	191	87.6
TOTAL	2071	90.9	1364	90.0

69. My parents encourage me to finish my homework.

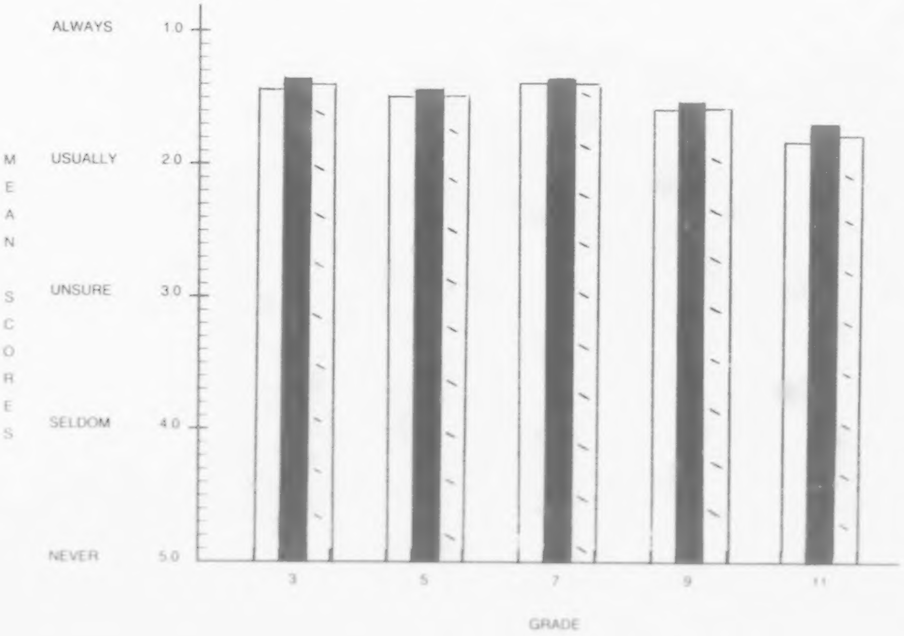
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.44	1.47	1.39	1.60	1.83	1.54
BLACK	1.34	1.44	1.36	1.53	1.66	1.45
OVERALL	1.40	1.46	1.38	1.57	1.76	1.50

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.46	1.47	1.40	1.57	1.80
BLACK RESIDENT	1.35	1.51	1.28	1.29	1.64
WHITE NON-RESIDENT	1.37	1.47	1.36	1.93	2.38
BLACK NON-RESIDENT	1.34	1.42	1.38	1.58	1.67

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.973, p < .01) and grade (F = 19.605, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

70. My parents help decide what happens in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	166	38.9	179	51.1
5	121	28.9	168	43.3
7	115	25.0	151	38.8
9	102	24.1	86	27.4
11	67	17.8	58	23.4
TOTAL	571	27.1	642	38.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	140	37.6	53	55.2	26	47.3	126	49.6
5	104	29.3	37	37.8	17	27.0	131	45.2
7	107	25.6	33	40.7	8	19.0	118	38.3
9	94	23.7	18	32.1	8	29.6	68	26.4
11	64	17.8	13	28.3	3	18.8	45	22.3
TOTAL	509	26.8	164	40.8	62	30.5	488	37.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	193	41.2	152	49.2
5	141	31.1	148	41.9
7	140	28.1	126	36.0
9	112	24.8	76	26.7
11	77	19.0	48	22.0
TOTAL	663	29.1	550	36.3

70. My parents help decide what happens in my school.

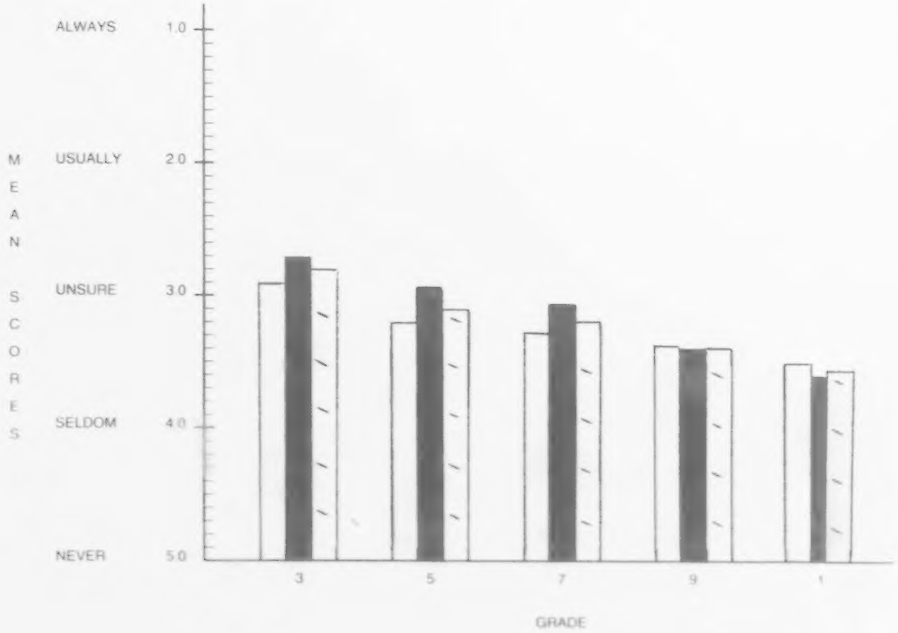
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.91	3.20	3.26	3.35	3.51	3.24
BLACK	2.70	2.94	3.06	3.39	3.59	3.10
OVERALL	2.82	3.07	3.17	3.37	3.54	3.18

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.95	3.18	3.26	3.34	3.51
BLACK RESIDENT	2.61	3.07	3.08	3.29	3.40
WHITE NON-RESIDENT	2.67	3.32	3.31	3.48	3.63
BLACK NON-RESIDENT	2.73	2.89	3.06	3.41	3.64

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.748 p < .01) and grade (F = 32.015, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

71. My parents are concerned about the quality of my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	325	76.1	286	81.7
5	284	67.9	301	77.6
7	313	68.0	304	78.1
9	257	60.8	247	78.7
11	278	73.9	193	77.8
TOTAL	1457	69.2	1331	78.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	287	77.2	82	85.4	38	69.1	204	80.3
5	249	70.1	83	84.7	35	55.6	218	75.2
7	281	67.2	59	72.8	32	76.2	245	79.5
9	241	60.9	42	75.0	16	59.3	205	79.5
11	266	73.9	33	71.7	12	75.0	160	79.2
TOTAL	1324	69.6	299	79.3	133	65.5	1032	78.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	369	78.8	242	78.3
5	332	73.3	253	71.7
7	340	68.1	277	79.1
9	283	62.6	221	77.5
11	299	73.6	172	78.9
TOTAL	1623	71.2	1165	76.9

71. My parents are concerned about the quality of my school.

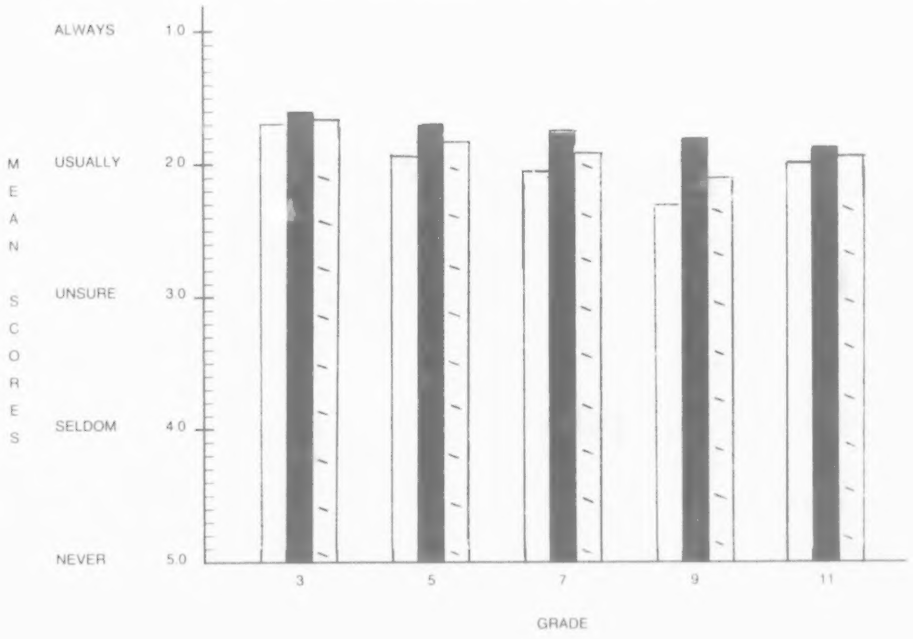
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.70	1.94	2.06	2.31	1.99	2.00
BLACK	1.61	1.68	1.74	1.81	1.89	1.73
OVERALL	1.66	1.82	1.92	2.10	1.95	1.88

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.69	1.90	2.07	2.31	1.99
BLACK RESIDENT	1.46	1.50	1.90	1.79	2.07
WHITE NON-RESIDENT	1.77	2.20	1.97	2.23	1.94
BLACK NON-RESIDENT	1.67	1.74	1.70	1.81	1.85

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 28.233, p < .001) and grade (F = 12.625, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

72. My parents expect too much from me in school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	116	27.2	163	46.6
5	105	25.1	163	42.0
7	129	28.0	164	42.2
9	109	25.8	127	40.4
11	79	21.0	89	35.9
TOTAL	538	25.6	706	41.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	86	23.1	48	50.0	30	54.5	115	45.3
[illegible]	[illegible]	23.4	37	37.8	22	34.9	126	43.4
[illegible]	[illegible]	26.6	33	40.7	18	42.9	131	42.5
[illegible]	[illegible]	25.8	24	42.9	7	25.9	103	39.9
[illegible]	77	21.4	15	32.6	2	12.5	74	36.6
TOTAL	459	24.1	157	41.6	79	38.9	549	41.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	134	28.6	145	46.9
5	120	26.5	148	41.9
7	144	28.9	149	42.6
9	126	27.9	110	38.6
11	92	22.7	76	34.9
TOTAL	616	27.0	628	41.5

72. My parents expect too much from me in school.

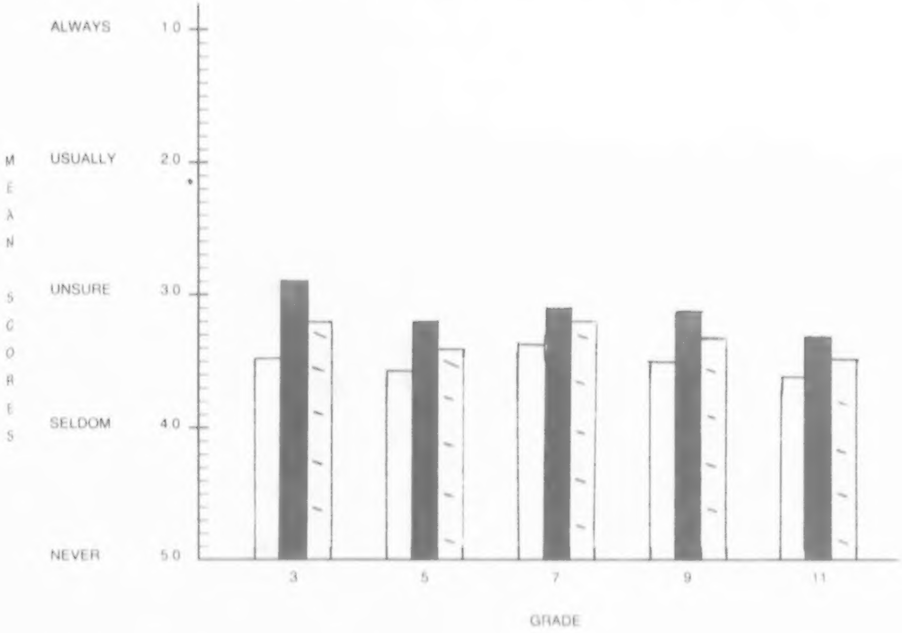
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.47	3.55	3.35	3.47	3.57	3.48
BLACK	2.87	3.19	3.05	3.12	3.28	3.09
OVERALL	3.20	3.37	3.21	3.33	3.45	3.31

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.59	3.62	3.40	3.47	3.57
BLACK RESIDENT	2.78	3.26	3.16	3.18	3.27
WHITE NON-RESIDENT	2.68	3.10	2.75	3.54	3.56
BLACK NON-RESIDENT	2.91	3.16	3.02	3.11	3.28

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 14.309, p < .001) and grade (F = 3.859, p < .01). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

73. My parents like to visit my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	290	67.9	208	59.4
5	252	60.3	204	52.6
7	209	45.4	168	43.2
9	154	36.4	109	34.7
11	126	33.5	75	30.2
TOTAL	1031	49.0	764	45.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	252	67.7	67	69.8	38	69.1	141	55.5
5	224	63.1	60	61.2	28	44.4	144	49.7
7	190	45.5	41	50.6	19	45.2	127	41.2
9	146	36.9	23	41.1	8	29.6	86	33.3
11	120	33.3	18	39.1	6	37.5	57	28.2
TOTAL	932	49.0	209	55.4	99	48.8	555	42.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	319	68.2	179	57.9
5	284	62.7	172	48.7
7	231	46.3	146	41.7
9	169	37.4	94	33.0
11	138	34.0	63	28.9
TOTAL	1141	50.1	654	43.2

73. My parents like to visit my school.

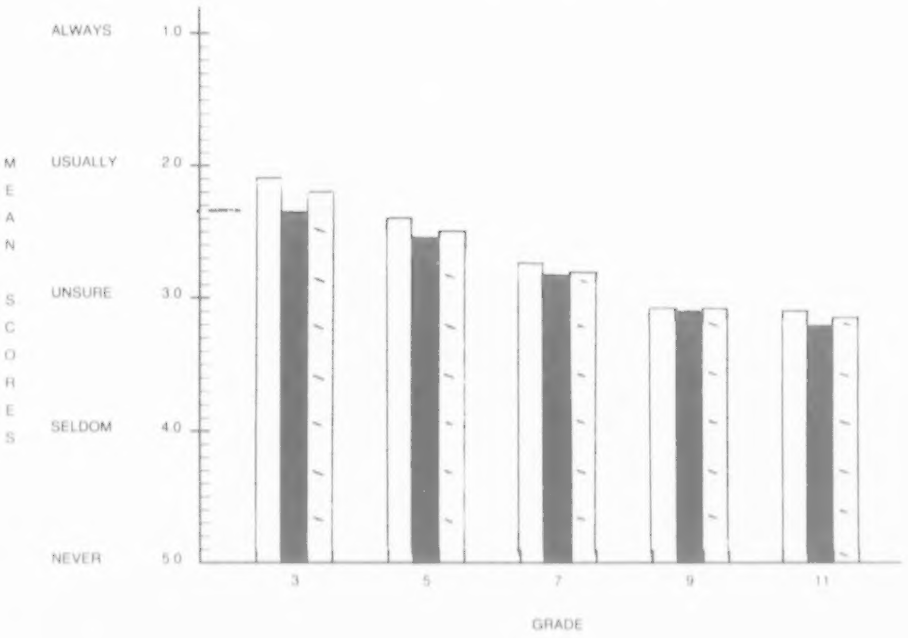
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.08	2.37	2.73	3.06	3.07	2.65
BLACK	2.33	2.54	2.82	3.08	3.21	2.76
OVERALL	2.19	2.45	2.77	3.07	3.13	2.70

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.08	2.30	2.72	3.03	3.07
BLACK RESIDENT	2.02	2.39	2.73	2.88	3.04
WHITE NON-RESIDENT	2.08	2.79	2.85	3.42	3.00
BLACK NON-RESIDENT	2.44	2.59	2.85	3.13	3.25

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 89.039, p < .001). The mean scores indicate a less positive attitude among the students as the grade level increases.

74. My parents favor Black students and White students going to the same school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	264	61.8	244	69.7
5	255	61.0	269	69.3
7	222	48.3	275	70.7
9	179	42.3	235	74.8
11	166	44.1	201	81.0
TOTAL	1086	51.6	1224	72.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	235	63.2	69	71.9	29	52.7	175	68.9
5	214	60.3	68	69.4	41	65.1	201	69.3
7	195	46.7	67	82.7	27	64.3	208	67.5
9	162	40.9	43	76.8	17	63.0	192	74.4
11	155	43.1	37	80.4	11	68.8	164	81.2
TOTAL	961	50.6	284	75.3	125	61.6	940	71.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	304	65.0	204	66.0
5	282	62.3	242	68.6
7	262	52.5	235	67.1
9	205	45.4	209	73.3
11	192	47.3	175	80.3
TOTAL	1245	54.7	1065	70.3

74. My parents favor Black students and White students going to the same school.

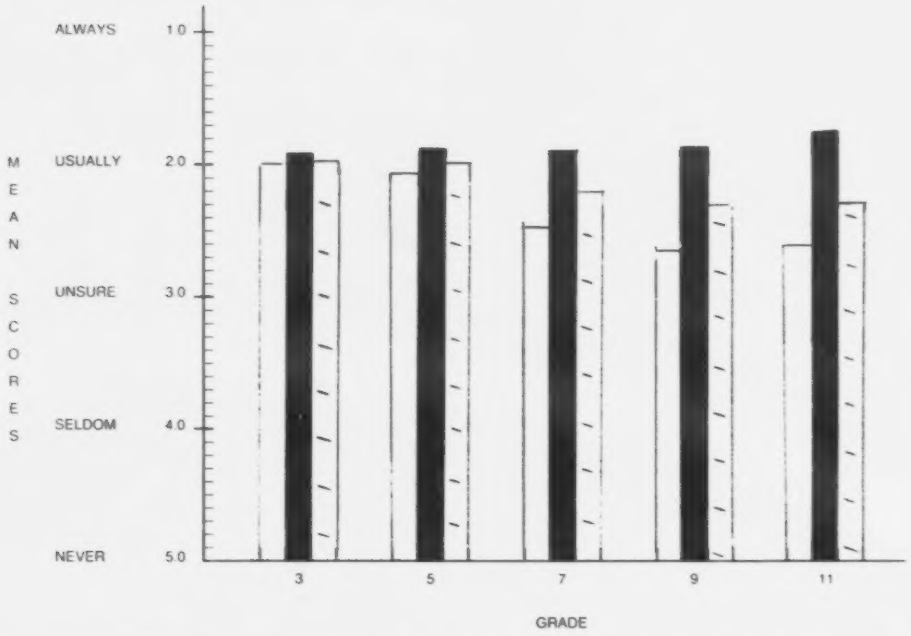
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.01	2.05	2.44	2.64	2.61	2.35
BLACK	1.90	1.85	1.91	1.85	1.75	1.86
OVERALL	1.96	1.96	2.19	2.30	2.27	2.13

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.98	2.07	2.47	2.67	2.63
BLACK RESIDENT	1.82	1.84	1.55	1.75	1.64
WHITE NON-RESIDENT	2.25	1.97	2.13	2.12	2.06
BLACK NON-RESIDENT	1.94	1.85	2.00	1.88	1.78

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 79.724, p < .001), grade (F = 13.203, p < .001), the two-way interaction of race by grade (F = 4.998, p < .001) and the three-way interaction of race by status by grade (F = 2.962, p < .05). The mean scores indicate the Black resident students have the most positive attitude while in general, the White resident students have the least positive attitudes.

75. The distance traveled to school affects my taking part in school activities.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	68	15.9	112	32.0
5	50	12.0	112	28.9
7	68	14.8	146	37.5
9	53	12.5	143	45.5
11	26	6.9	95	38.3
TOTAL	265	12.6	608	36.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	49	13.2	29	30.2	19	34.5	83	32.7
5	25	7.0	25	25.5	25	39.7	87	30.0
7	50	12.0	13	16.0	18	42.9	133	43.2
9	45	11.4	16	28.6	8	29.6	127	49.2
11	21	5.8	6	13.1	5	31.3	89	44.1
TOTAL	190	10.0	89	23.6	75	36.9	519	39.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	78	16.7	102	33.0
5	50	11.0	112	31.7
7	63	12.6	151	43.1
9	61	13.5	135	47.4
11	27	6.7	94	43.1
TOTAL	279	12.2	594	39.2

75. The distance traveled to school affects my taking part in school activities.

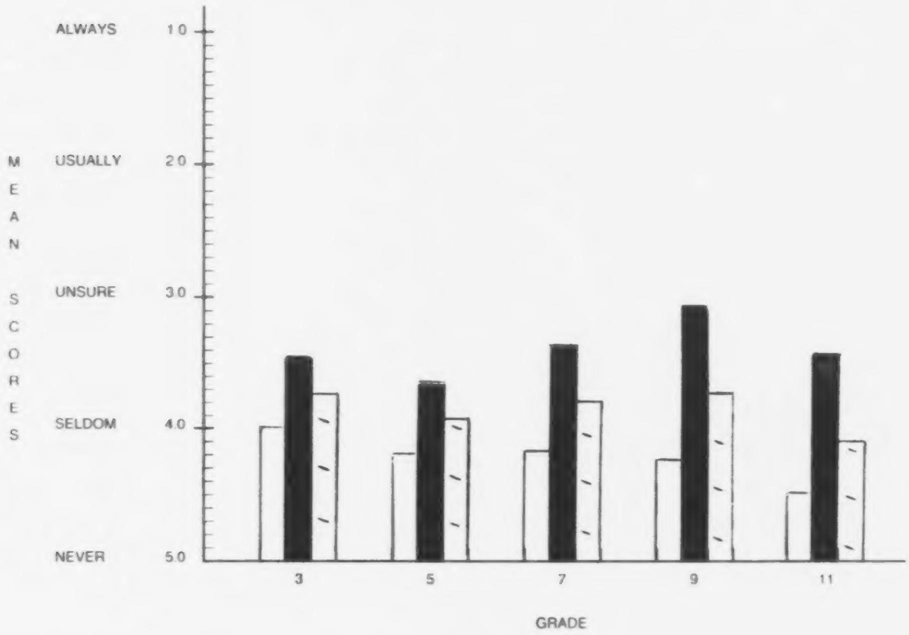
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.99	4.20	4.16	4.26	4.51	4.21
BLACK	3.44	3.63	3.34	3.05	3.42	3.39
OVERALL	3.74	3.93	3.78	3.74	4.08	3.85

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.11	4.36	4.27	4.31	4.56
BLACK RESIDENT	3.51	3.84	4.10	3.70	4.27
WHITE NON-RESIDENT	3.17	3.25	2.97	3.46	3.38
BLACK NON-RESIDENT	3.41	3.57	3.15	2.91	3.22

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 22.771, p < .001) and grade (F = 7.388, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

76. My school is too far away for my parents to visit.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	52	12.2	151	43.1
5	35	8.4	162	41.8
7	42	9.1	177	45.5
9	21	5.0	156	49.7
11	13	3.5	105	42.3
TOTAL	163	7.7	751	44.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	32	8.6	17	17.7	20	36.4	134	52.8
5	14	3.9	15	15.3	21	33.3	147	50.7
7	32	7.7	12	14.8	10	23.8	165	53.6
9	17	4.3	8	14.3	4	14.8	148	57.4
11	11	3.1	8	17.4	2	12.5	97	48.0
TOTAL	106	5.6	60	15.9	57	28.1	691	52.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	49	10.5	154	49.8
5	29	6.4	168	47.6
7	44	8.8	175	50.0
9	25	5.5	152	53.3
11	19	4.7	99	45.4
TOTAL	166	7.3	748	49.4

76. My school is too far away for my parents to visit.

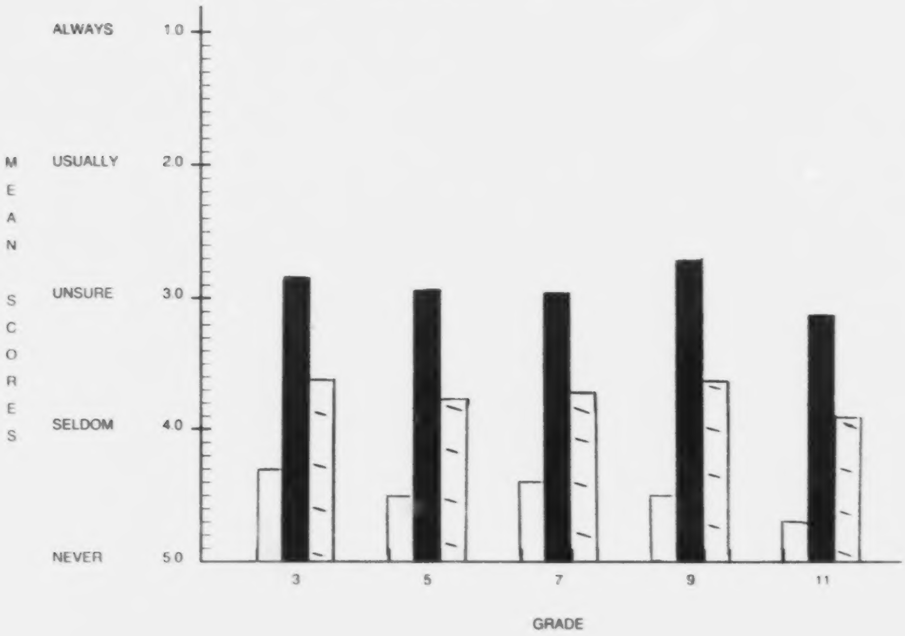
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	4.29	4.48	4.39	4.51	4.69	4.45
BLACK	2.84	2.94	2.95	2.69	3.11	2.90
OVERALL	3.63	3.75	3.73	3.62	3.89	3.71

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.49	4.69	4.47	4.56	4.74
BLACK RESIDENT	3.50	3.94	4.06	3.94	4.03
WHITE NON-RESIDENT	3.06	3.40	3.75	3.18	3.80
BLACK NON-RESIDENT	2.69	2.76	2.77	2.52	2.96

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 87.197, p < .001) and grade (F = 4.477, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

77. My school is too far from my home.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	88	20.6	232	66.3
5	64	15.3	218	56.2
7	74	16.1	229	58.9
9	53	12.5	187	59.6
11	30	8.0	129	52.0
TOTAL	309	14.7	995	58.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	57	15.3	34	35.4	31	56.4	198	78.0
5	30	8.5	26	26.5	34	54.0	192	66.2
7	54	12.9	12	14.8	20	47.6	217	70.5
9	46	11.6	10	17.9	7	25.9	177	68.6
11	26	7.2	9	19.6	4	25.0	120	59.4
TOTAL	213	11.2	91	24.1	96	47.3	904	68.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	91	19.4	229	74.1
5	56	12.4	226	64.0
7	66	13.2	237	67.7
9	56	12.4	184	64.6
11	35	8.6	124	56.9
TOTAL	304	13.3	1000	66.0

77. My school is too far away from my home.

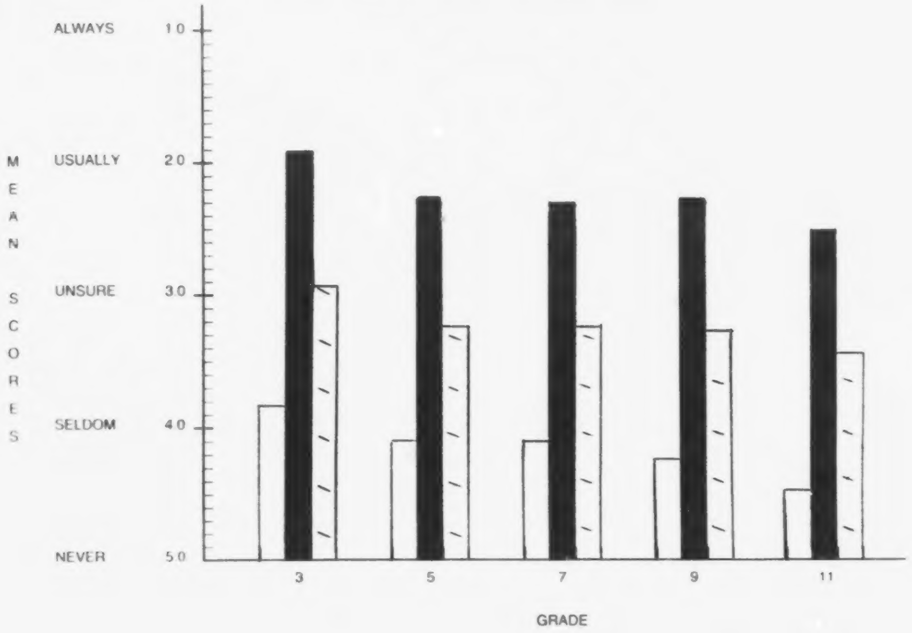
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.84	4.12	4.07	4.22	4.45	4.11
BLACK	1.87	2.26	2.28	2.26	2.48	2.22
OVERALL	2.94	3.24	3.24	3.26	3.44	3.21

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.11	4.46	4.20	4.26	4.51
BLACK RESIDENT	2.69	3.27	4.00	3.67	3.55
WHITE NON-RESIDENT	2.18	2.40	2.85	3.09	3.30
BLACK NON-RESIDENT	1.69	2.07	2.00	2.07	2.30

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 102.853, p < .001), grade (F = 12.495, p < .001) and the three-way interaction of race, by status by grade (F = 5.132, p < .001). The mean scores indicate the White resident students have the most positive attitude while the Black non-resident students have the least positive attitude.

78. I get home late from school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	80	18.7	87	24.9
5	52	12.4	93	24.0
7	87	18.9	120	30.8
9	91	21.5	122	38.9
11	104	27.7	82	33.1
TOTAL	414	19.7	504	29.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	56	15.1	18	18.8	24	43.6	69	27.2
5	39	11.0	17	17.3	13	20.6	76	26.2
7	76	18.2	11	13.6	11	26.2	109	35.4
9	84	21.2	13	23.2	7	25.9	109	42.2
11	101	28.1	8	17.4	3	18.8	74	36.6
TOTAL	356	18.7	67	17.8	58	28.6	437	33.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	74	15.8	93	30.1
5	56	12.4	89	25.2
7	87	17.4	120	34.3
9	97	21.5	116	40.7
11	109	26.8	77	35.3
TOTAL	423	18.6	495	32.7

78. I get home late from school.

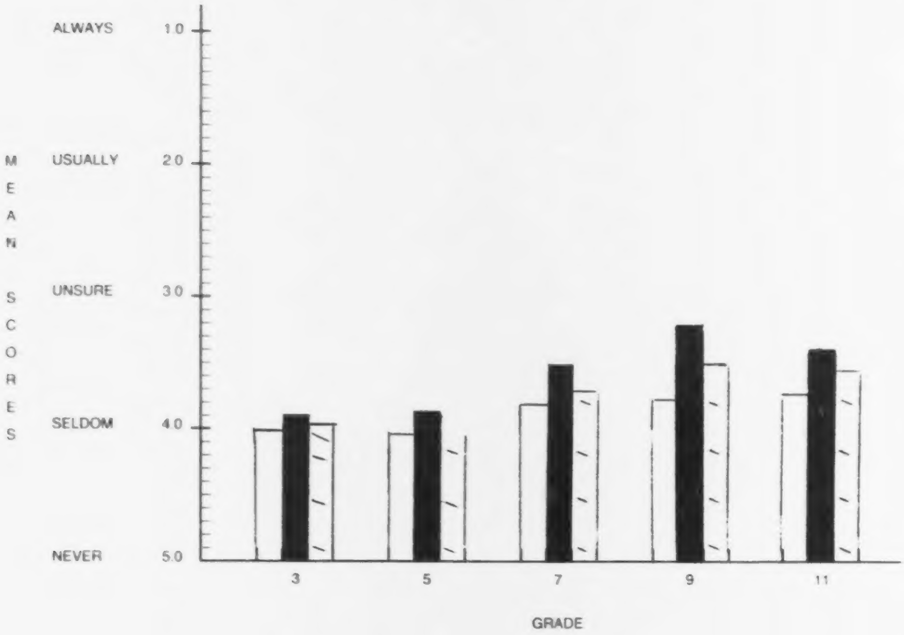
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	4.03	4.06	3.83	3.77	3.72	3.90
BLACK	3.91	3.86	3.53	3.19	3.36	3.59
OVERALL	3.98	3.97	3.69	3.49	3.54	3.75

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.16	4.12	3.86	3.79	3.73
BLACK RESIDENT	4.10	4.37	4.17	3.79	3.94
WHITE NON-RESIDENT	3.20	3.77	3.57	3.18	3.50
BLACK NON-RESIDENT	3.87	3.77	3.43	3.11	3.27

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 19.212, p < .001) and the three-way interaction of race by status by grade (F = 2.646, p < .05). The mean scores indicate a more positive attitude for the resident students while the non-resident students exhibit a less positive attitude.

79. I think my bus ride is too dangerous.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	49	11.5	75	21.4
5	52	12.4	90	23.2
7	45	9.8	62	15.9
9	25	5.9	52	16.6
11	27	7.2	35	14.1
TOTAL	198	9.4	314	18.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	38	10.2	11	11.5	11	20.0	64	25.2
5	42	11.8	13	13.3	10	15.9	77	26.6
7	39	9.3	7	8.6	6	14.3	55	17.9
9	24	6.1	5	8.9	1	3.7	47	18.2
11	27	7.5	1	2.2	0	0.0	34	16.8
TOTAL	170	8.9	37	9.8	28	13.8	277	21.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	49	10.5	75	24.3
5	55	12.1	87	24.6
7	46	9.2	61	17.4
9	29	6.4	48	16.8
11	28	6.9	34	15.6
TOTAL	207	9.1	305	20.1

79. I think my bus ride is too dangerous.

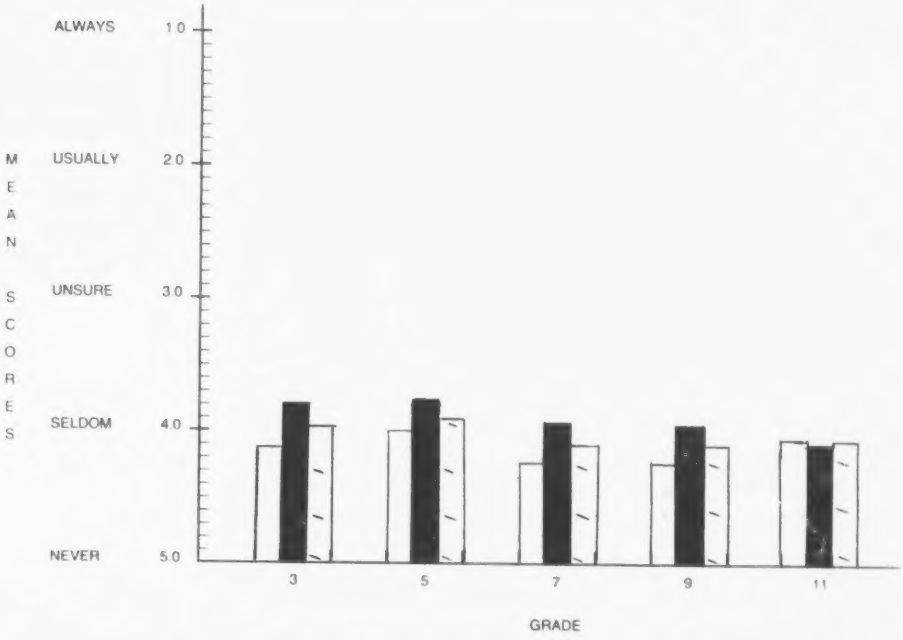
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	4.13	4.01	4.22	4.23	4.06	4.13
BLACK	3.79	3.75	3.94	3.94	4.08	3.89
OVERALL	3.98	3.88	4.09	4.09	4.07	4.02

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.15	4.00	4.21	4.24	4.07
BLACK RESIDENT	3.94	3.84	4.00	4.15	4.52
WHITE NON-RESIDENT	4.00	4.02	4.27	3.91	4.00
BLACK NON-RESIDENT	3.76	3.73	3.93	3.91	4.01

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 4.988, $p < .05$) and grade (F = 3.289, $p < .05$). The mean scores indicate a more positive attitude for White students. The mean scores do not indicate a trend for the grades.

80. The distance traveled to school makes school hard for me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	64	15.0	119	34.0
5	35	8.4	80	20.6
7	36	7.8	84	21.6
9	23	5.4	77	24.5
11	15	4.0	52	21.0
TOTAL	173	8.2	412	24.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	48	12.9	27	28.1	16	29.1	92	36.2
5	20	5.6	19	19.4	15	23.8	61	21.0
7	29	6.9	10	12.3	7	16.7	74	24.0
9	19	4.8	5	8.9	4	14.8	72	27.9
11	11	3.1	2	4.3	4	25.0	50	24.8
TOTAL	127	6.7	63	16.7	46	22.7	349	26.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	75	16.0	108	35.0
5	39	8.6	76	21.5
7	39	7.8	81	23.1
9	24	5.3	76	26.7
11	13	3.2	54	24.8
TOTAL	190	8.3	395	26.1

80. The distance traveled to school makes school hard to me.

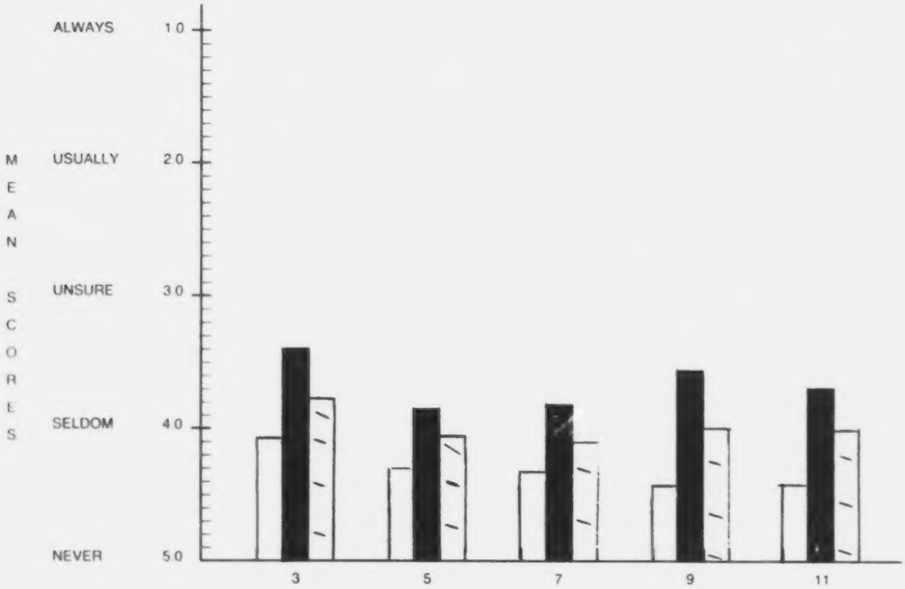
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	4.07	4.31	4.36	4.47	4.47	4.32
BLACK	3.38	3.83	3.77	3.54	3.67	3.64
OVERALL	3.76	4.08	4.09	4.02	4.06	4.00

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	4.15	4.43	4.44	4.50	4.54
BLACK RESIDENT	3.54	4.00	4.44	4.15	4.52
WHITE NON-RESIDENT	3.59	3.70	3.70	3.82	3.00
BLACK NON-RESIDENT	3.35	3.80	3.66	3.45	3.53

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 10.242, p < .001) and grade (F = 9.153, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

81. I enjoy going to and from school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	293	68.6	230	65.7
5	261	62.4	250	64.4
7	287	62.4	235	60.4
9	207	48.9	167	53.2
11	158	42.0	117	47.2
TOTAL	1206	57.3	999	59.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	263	70.7	70	72.9	30	54.5	160	63.0
5	223	62.8	63	63.3	38	60.3	188	64.8
7	265	63.4	57	70.4	22	52.4	178	57.8
9	196	49.5	29	51.8	11	40.7	138	53.5
11	152	42.2	29	63.0	6	37.5	88	43.6
TOTAL	1099	57.8	248	65.5	107	52.7	752	57.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	333	71.2	190	61.5
5	285	62.9	226	64.0
7	322	64.5	200	57.1
9	225	49.8	149	52.3
11	181	44.6	94	43.1
TOTAL	1346	59.1	859	56.7

81. I enjoy going to and from school.

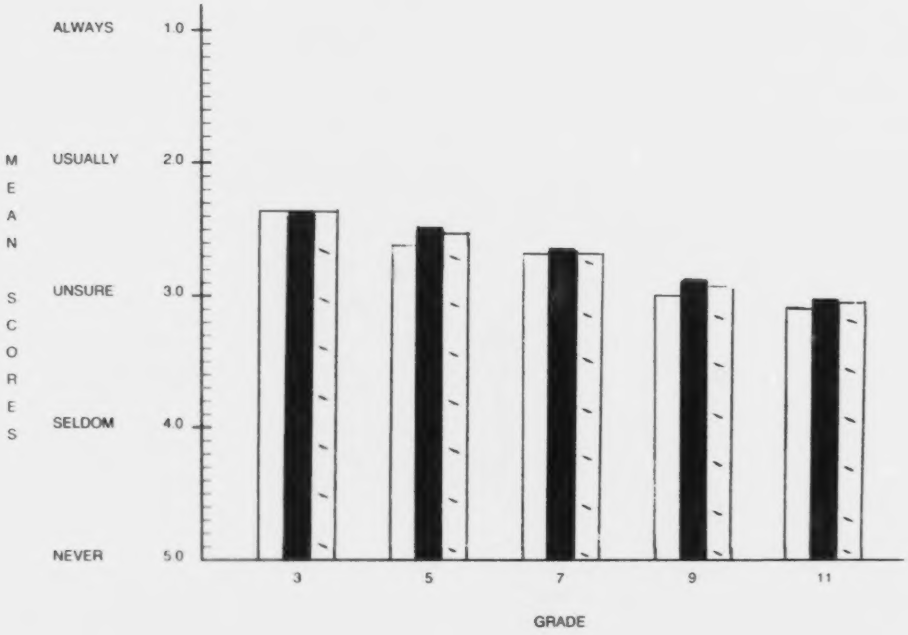
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.36	2.59	2.64	2.97	3.07	2.71
BLACK	2.36	2.45	2.63	2.84	3.00	2.63
OVERALL	2.36	2.52	2.64	2.91	3.04	2.68

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.29	2.57	2.60	2.96	3.05
BLACK RESIDENT	2.09	2.38	2.17	2.82	2.56
WHITE NON-RESIDENT	2.85	2.65	3.00	3.07	3.44
BLACK NON-RESIDENT	2.47	2.47	2.76	2.84	3.11

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 19.440, p < .001) and grade (F = 28.601, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

82. Some of my school friends live far away from me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	254	59.5	255	72.9
5	229	54.8	295	76.0
7	279	60.7	252	64.8
9	215	50.8	216	68.8
11	147	39.1	155	62.5
TOTAL	1124	53.4	1173	69.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	216	58.1	67	69.8	38	69.1	188	74.0
5	186	52.4	65	66.3	43	68.3	230	79.3
7	246	58.9	44	54.3	33	78.6	208	67.5
9	197	49.7	40	71.4	18	66.7	176	68.2
11	136	37.8	26	56.5	11	68.8	129	63.9
TOTAL	981	51.6	242	64.2	143	70.4	931	71.0

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	283	60.5	226	73.1
5	251	55.4	273	77.3
7	290	58.1	241	68.9
9	237	52.4	194	68.1
11	162	39.9	140	64.2
TOTAL	1223	53.7	1074	70.9

82. Some of my school friends live far away from me.

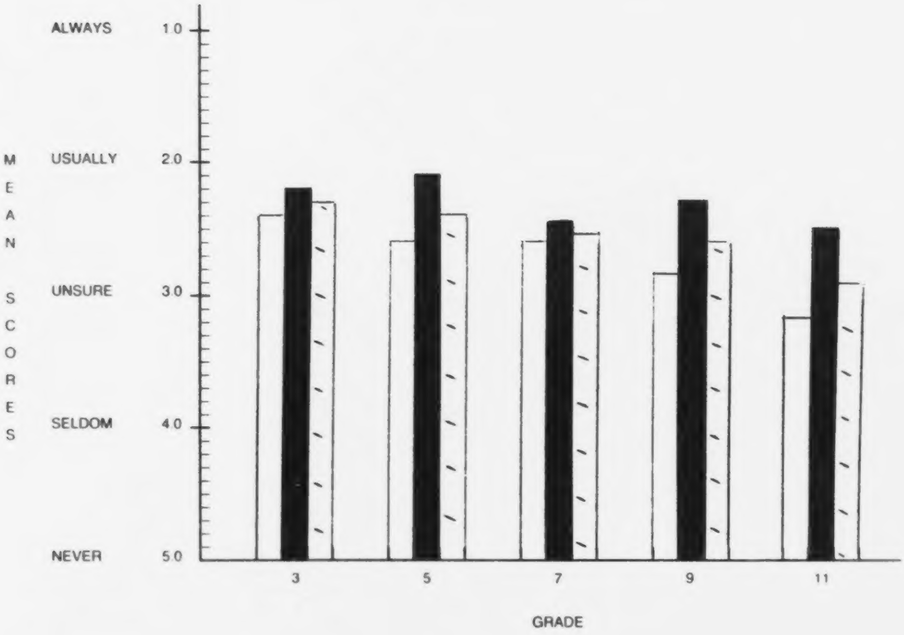
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.41	2.61	2.57	2.83	3.14	2.70
BLACK	2.17	2.06	2.41	2.31	2.51	2.28
OVERALL	2.31	2.35	2.50	2.61	2.88	2.51

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.47	2.71	2.61	2.86	3.17
BLACK RESIDENT	2.32	2.28	2.67	2.32	2.69
WHITE NON-RESIDENT	2.07	2.10	2.15	2.48	2.38
BLACK NON-RESIDENT	2.12	1.98	2.35	2.31	2.46

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 9.779, p < .01), grade (F = 20.219, p < .001) and the two-way interaction of race by grade (F = 2.614, p < .05). The mean scores indicate a more positive attitude for the White students compared to the Black students at all grade levels.

83. I feel good about myself.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	358	83.8	315	90.0
5	366	87.6	361	93.0
7	427	92.8	365	93.8
9	362	85.6	292	93.0
11	318	84.6	237	95.6
TOTAL	1831	87.0	1570	93.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	314	84.4	87	90.6	44	80.0	228	89.8
5	317	89.3	91	92.9	49	77.8	270	93.1
7	386	92.3	76	93.8	41	97.6	289	93.8
9	342	86.4	51	91.1	20	74.1	241	93.4
11	305	84.7	44	95.7	13	81.3	193	95.5
TOTAL	1664	87.5	349	92.6	167	82.3	1221	93.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	401	85.7	272	88.0
5	408	90.1	319	90.4
7	462	92.6	330	94.3
9	393	86.9	261	91.6
11	349	86.0	206	94.5
TOTAL	2013	88.4	1388	91.6

83. I feel good about myself.

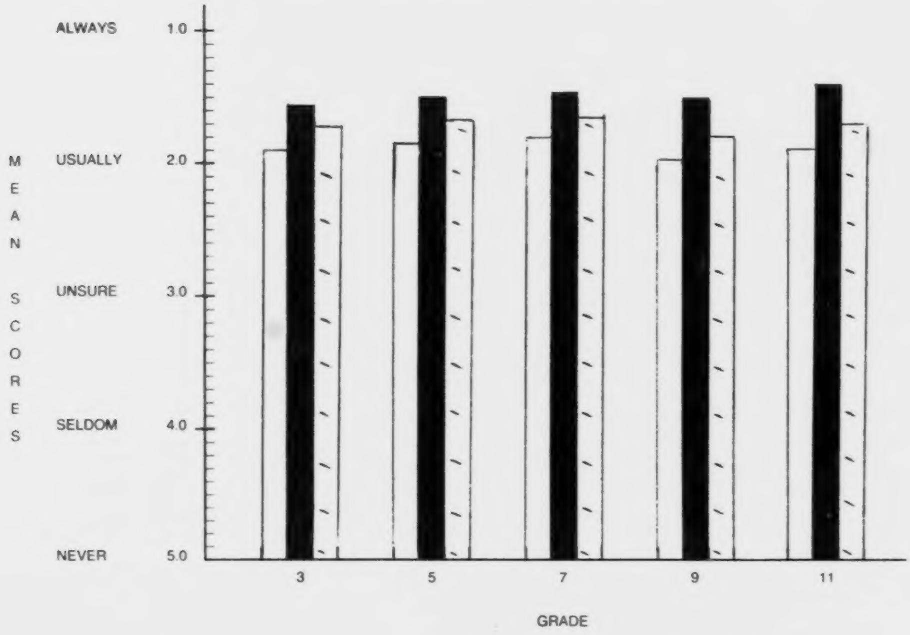
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.88	1.85	1.79	1.96	1.90	1.87
BLACK	1.54	1.47	1.45	1.47	1.41	1.47
OVERALL	1.73	1.67	1.63	1.75	1.70	1.69

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.86	1.83	1.81	1.94	1.89
BLACK RESIDENT	1.49	1.44	1.41	1.64	1.47
WHITE NON-RESIDENT	1.98	2.00	1.54	2.19	2.06
BLACK NON-RESIDENT	1.56	1.48	1.46	1.44	1.40

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of race (F = 121.551, $p < .001$). The mean scores indicate a more positive attitude for the Black students.

84. I think that I am important.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	290	67.9	266	76.0
5	320	76.6	307	79.1
7	371	80.7	343	88.2
9	322	76.1	288	91.7
11	298	79.3	236	95.2
TOTAL	1601	76.1	1440	85.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	253	68.0	76	79.2	37	67.3	190	74.8
5	277	78.0	82	83.7	43	68.3	225	77.6
7	335	80.1	66	81.5	36	85.7	277	89.9
9	305	77.0	49	87.5	17	63.0	239	92.6
11	284	78.9	46	100.0	14	87.5	190	94.1
TOTAL	1454	76.5	319	84.6	147	72.4	1121	85.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	329	70.3	227	73.5
5	359	79.2	268	75.9
7	401	80.4	313	89.4
9	354	78.3	256	89.8
11	330	81.3	204	93.6
TOTAL	1773	77.8	1268	83.7

84. I think that I am important.

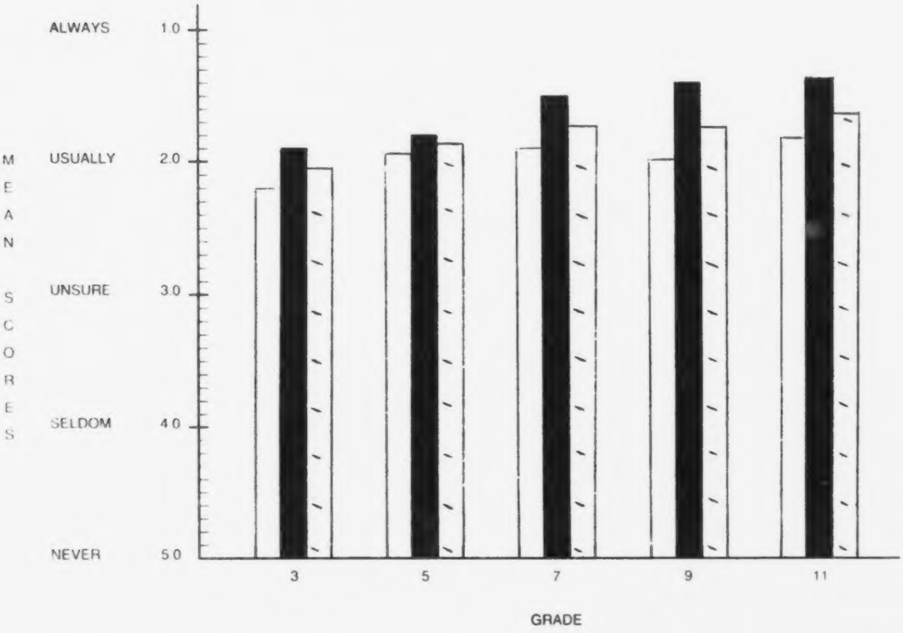
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.20	1.95	1.91	2.00	1.82	1.98
BLACK	1.89	1.81	1.50	1.40	1.34	1.61
OVERALL	2.06	1.88	1.73	1.74	1.63	1.82

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.17	1.91	1.94	1.97	1.82
BLACK RESIDENT	1.79	1.67	1.62	1.61	1.24
WHITE NON-RESIDENT	2.36	2.21	1.66	2.33	1.94
BLACK NON-RESIDENT	1.93	1.86	1.47	1.35	1.36

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 79.234, p < .001) and grade (F = 20.858, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a more positive attitude among the students as the grade level increases.

85. I accept responsibility for the things I do.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	371	86.9	282	80.6
5	386	92.3	343	88.4
7	427	92.8	354	91.0
9	390	92.2	288	91.7
11	358	95.2	244	98.4
TOTAL	1932	91.8	1511	89.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	325	87.4	78	81.3	46	83.6	204	80.3
5	329	92.7	88	89.8	57	90.5	255	87.9
7	388	92.8	75	92.6	39	92.9	279	90.6
9	365	92.2	54	96.4	25	92.6	234	90.7
11	343	95.3	46	100.0	15	93.8	198	98.0
TOTAL	1750	92.1	341	90.5	182	89.7	1170	89.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	403	86.1	250	80.9
5	417	92.1	312	88.4
7	463	92.8	318	90.9
9	419	92.7	259	90.9
11	389	95.8	213	97.7
TOTAL	2091	91.8	1352	89.2

85. I accept responsibility for the things I do.

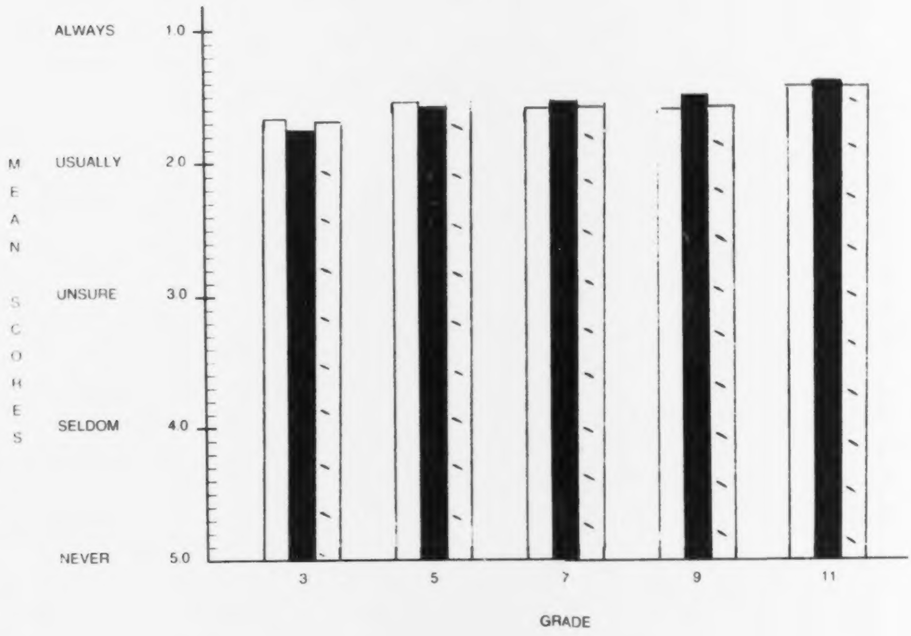
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.65	1.53	1.55	1.59	1.38	1.55
BLACK	1.76	1.56	1.53	1.51	1.37	1.56
OVERALL	1.70	1.54	1.54	1.56	1.38	1.55

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.63	1.51	1.55	1.59	1.37
BLACK RESIDENT	1.72	1.48	1.49	1.46	1.38
WHITE NON-RESIDENT	1.76	1.66	1.56	1.59	1.56
BLACK NON-RESIDENT	1.78	1.58	1.54	1.52	1.37

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 14.085, p < .001). The mean scores do not indicate a trend for the grades.

86. No one cares about me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	130	30.4	145	41.4
5	78	18.7	133	34.3
7	69	15.0	135	34.7
9	38	9.0	85	27.1
11	14	3.7	57	23.0
TOTAL	329	15.6	555	32.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	104	28.0	42	43.8	26	47.3	103	40.6
5	56	15.8	35	35.7	22	34.9	98	33.8
7	61	14.6	26	32.1	8	19.0	109	35.4
9	35	8.8	9	16.1	3	11.1	76	29.5
11	12	3.3	9	19.6	2	12.5	48	23.8
TOTAL	268	14.1	121	32.1	61	30.0	434	33.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	146	31.2	129	41.7
5	91	20.1	120	34.0
7	87	17.4	117	33.4
9	44	9.7	79	27.7
11	21	5.2	50	22.9
TOTAL	389	17.1	495	32.7

86. No one cares about me.

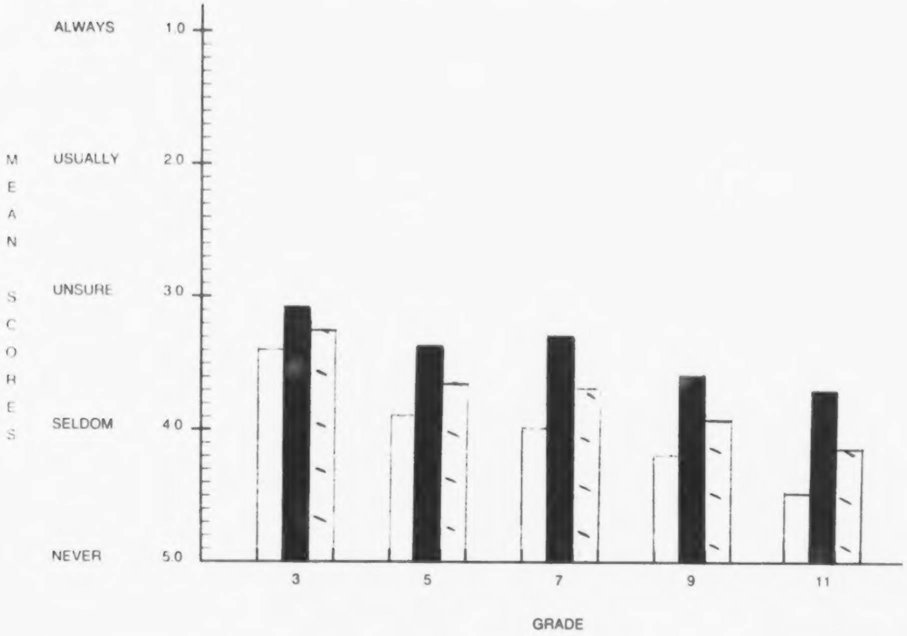
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.40	3.90	4.02	4.18	4.44	3.98
BLACK	3.05	3.37	3.28	3.57	3.65	3.36
OVERALL	3.24	3.64	3.68	3.92	4.13	3.70

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.48	4.02	4.05	4.21	4.46
BLACK RESIDENT	2.90	3.36	3.43	4.00	3.84
WHITE NON-RESIDENT	2.91	3.20	3.65	3.81	3.94
BLACK NON-RESIDENT	3.10	3.37	3.25	3.47	3.61

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 34.994, p < .001) and grade (F = 33.812, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores indicate a more positive attitude among the students as the grade level increases.

87. I wish I were not so shy.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	171	40.0	138	39.4
5	162	38.8	132	34.0
7	170	37.0	157	40.4
9	173	40.9	115	36.6
11	124	33.0	79	31.9
TOTAL	800	38.0	621	36.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	150	40.3	40	41.7	21	38.2	98	38.6
5	141	39.7	28	28.6	21	33.3	104	35.9
7	156	37.3	34	42.0	14	33.3	123	39.9
9	156	39.4	27	48.2	17	63.0	88	34.1
11	118	32.8	14	30.4	6	37.5	65	32.2
TOTAL	721	37.9	143	37.9	79	38.9	478	36.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	190	40.6	119	38.5
5	169	37.3	125	35.4
7	190	38.1	137	39.1
9	183	40.5	105	36.8
11	132	32.5	71	32.6
TOTAL	864	37.9	557	36.8

87. I wish I were not so shy.

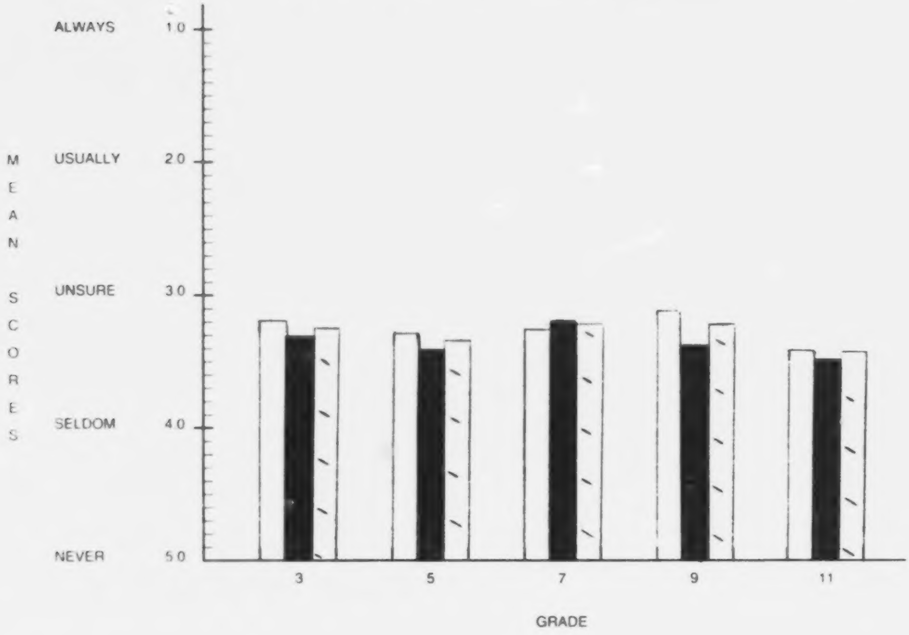
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.18	3.25	3.24	3.09	3.38	3.22
BLACK	3.30	3.40	3.17	3.36	3.44	3.33
OVERALL	3.23	3.32	3.21	3.20	3.40	3.27

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.16	3.23	3.21	3.13	3.38
BLACK RESIDENT	3.29	3.52	3.13	3.05	3.36
WHITE NON-RESIDENT	3.31	3.36	3.50	2.48	3.25
BLACK NON-RESIDENT	3.31	3.37	3.19	3.43	3.46

GRAPH: MEAN SCORES - RACE BY GRADE



No significant differences existed for the variables analyzed. The mean scores do not indicate a trend in the responses for the Black students or the White students.

88. I often wish I were someone else.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	142	33.3	154	44.0
5	116	27.8	163	42.0
7	133	28.9	131	33.7
9	95	22.5	91	29.0
11	62	16.5	52	21.0
TOTAL	548	26.0	591	35.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	121	32.5	47	49.0	21	38.2	107	42.1
5	95	26.8	42	42.9	21	33.3	121	41.7
7	120	28.7	22	27.2	13	31.0	109	35.4
9	92	23.2	15	26.8	3	11.1	76	29.5
11	59	16.4	7	15.2	3	18.8	45	22.3
TOTAL	487	25.6	133	35.3	61	30.0	458	34.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	168	35.9	128	41.4
5	137	30.2	142	40.2
7	142	28.5	122	34.9
9	107	23.7	79	27.7
11	66	16.3	48	22.0
TOTAL	620	27.2	519	34.3

88. I often wish I were someone else.

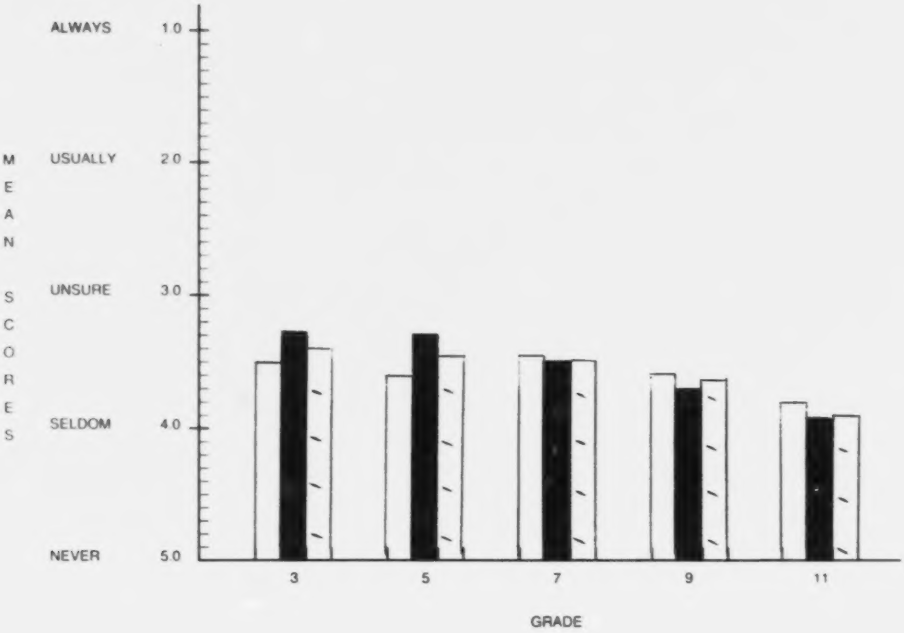
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.52	3.58	3.43	3.61	3.80	3.58
BLACK	3.26	3.29	3.47	3.68	3.93	3.48
OVERALL	3.40	3.44	3.45	3.64	3.85	3.54

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.54	3.62	3.44	3.59	3.79
BLACK RESIDENT	3.23	3.23	3.70	3.73	4.05
WHITE NON-RESIDENT	3.38	3.31	3.32	3.78	3.98
BLACK NON-RESIDENT	3.28	3.31	3.41	3.67	3.90

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 11.089, $p < .001$). The mean scores indicate a more positive attitude among the students as the grade level increases.

89. My parents and I have a lot of fun together.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	377	88.3	308	88.0
5	360	86.1	349	89.9
7	372	80.9	328	84.3
9	326	77.1	245	78.0
11	270	71.8	195	78.6
TOTAL	1705	81.0	1425	84.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	329	88.4	86	89.6	48	87.3	222	87.4
5	311	87.6	86	87.8	49	77.8	263	90.7
7	336	80.4	69	85.2	36	85.7	259	84.1
9	310	78.3	47	83.9	16	59.3	198	76.7
11	258	71.7	34	73.9	12	75.0	161	79.7
TOTAL	1544	81.2	322	85.4	161	79.3	1103	84.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	415	88.7	270	87.4
5	397	87.6	312	88.4
7	405	81.2	295	84.3
9	357	79.0	214	75.1
11	292	71.9	173	79.4
TOTAL	1866	81.9	1264	83.4

89. My parents and I have a lot of fun together.

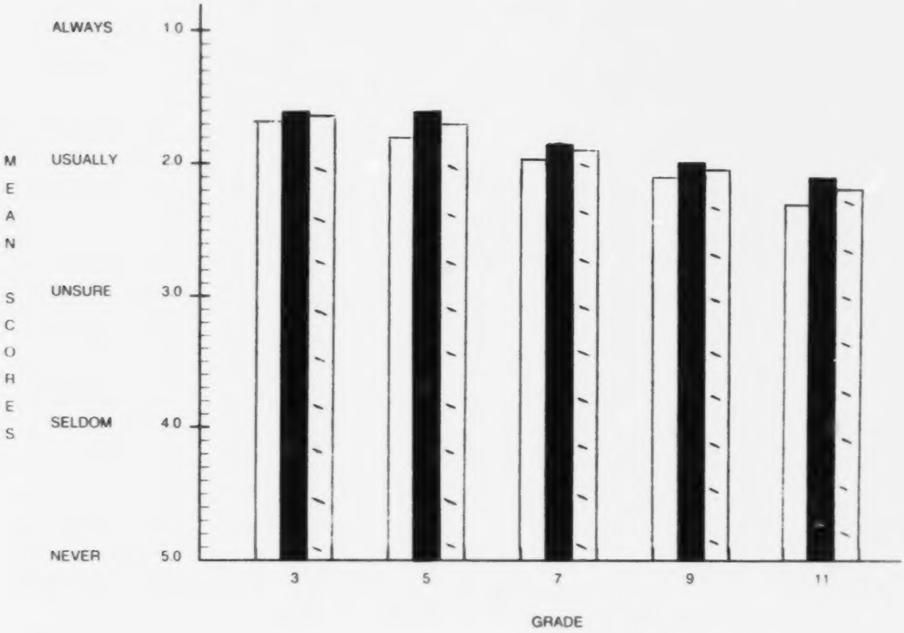
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.68	1.79	1.98	2.11	2.26	1.96
BLACK	1.61	1.59	1.83	1.98	2.05	1.79
OVERALL	1.65	1.69	1.91	2.05	2.18	1.88

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.66	1.77	2.00	2.07	2.27
BLACK RESIDENT	1.56	1.63	1.75	1.85	2.16
WHITE NON-RESIDENT	1.84	1.92	1.77	2.63	2.19
BLACK NON-RESIDENT	1.62	1.57	1.85	2.00	2.03

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 17.660, p < .001) and grade (F = 34.385, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a less positive attitude among the students as the grade level increases.

90. There are lots of things about myself I would change if I could.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	260	60.9	233	66.6
5	251	60.0	267	68.8
7	276	60.0	272	69.9
9	238	56.3	207	65.9
11	169	44.9	130	52.4
TOTAL	1094	56.7	1109	65.7

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	220	59.1	67	69.8	40	72.7	166	65.4
5	209	58.9	64	65.3	42	66.7	203	70.0
7	248	59.3	50	61.7	28	66.7	222	72.1
9	218	55.1	33	58.9	20	74.1	174	67.4
11	160	44.4	27	58.7	9	56.3	105	51.1
TOTAL	1055	55.5	241	63.9	139	68.5	870	66.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	287	61.3	206	66.7
5	273	60.3	245	69.4
7	298	59.7	250	71.4
9	251	55.5	194	68.1
11	187	46.1	112	51.4
TOTAL	1296	56.9	1007	66.5

90. There are lots of things about myself I would change if I could.

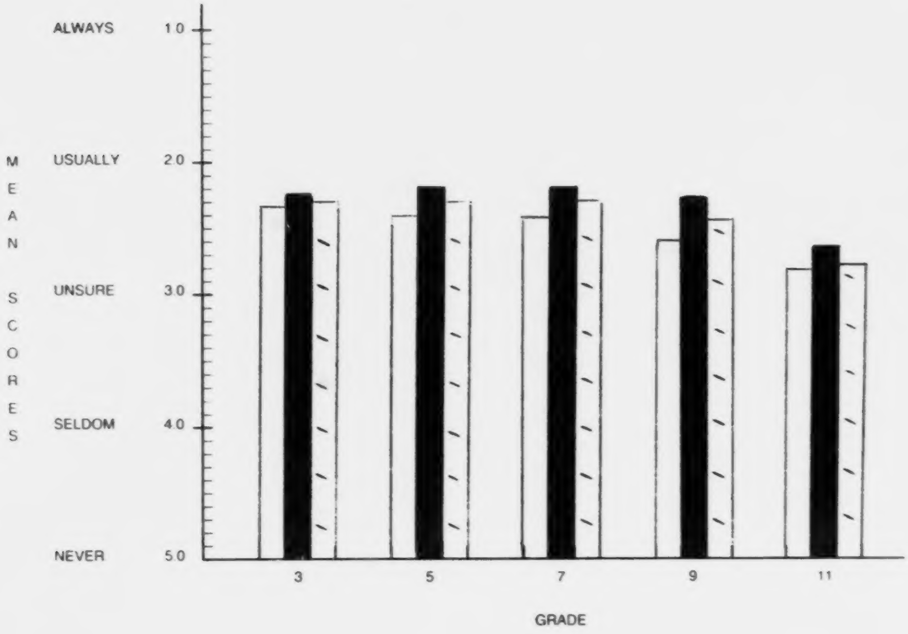
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.34	2.41	2.42	2.58	2.83	2.51
BLACK	2.24	2.17	2.17	2.23	2.62	2.26
OVERALL	2.30	2.29	2.31	2.43	2.75	2.40

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.39	2.46	2.42	2.60	2.85
BLACK RESIDENT	2.20	2.28	2.36	2.45	2.50
WHITE NON-RESIDENT	2.05	2.15	2.35	2.37	2.44
BLACK NON-RESIDENT	2.26	2.13	2.12	2.18	2.65

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 12.901, p < .001). In general, the mean scores indicate a more positive attitude among the students as the grade level increases.

91. Someone always has to tell me what to do.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	160	37.5	158	45.1
5	85	20.3	125	32.2
7	62	13.5	100	25.7
9	51	12.1	56	17.8
11	20	5.3	22	8.9
TOTAL	378	18.0	461	27.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	138	37.1	50	52.1	22	40.0	108	42.5
5	65	18.3	33	33.7	20	31.7	92	31.7
7	51	12.2	17	21.0	11	26.2	83	26.9
9	47	11.9	8	14.3	4	14.8	48	18.6
11	20	5.6	8	17.4	0	0.0	14	6.9
TOTAL	321	16.9	116	30.8	57	28.1	345	26.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	188	40.2	130	42.1
5	98	21.6	112	31.7
7	68	13.6	94	26.9
9	55	12.2	52	18.2
11	28	6.9	14	6.4
TOTAL	437	19.2	402	26.5

91. Someone always has to tell me what to do.

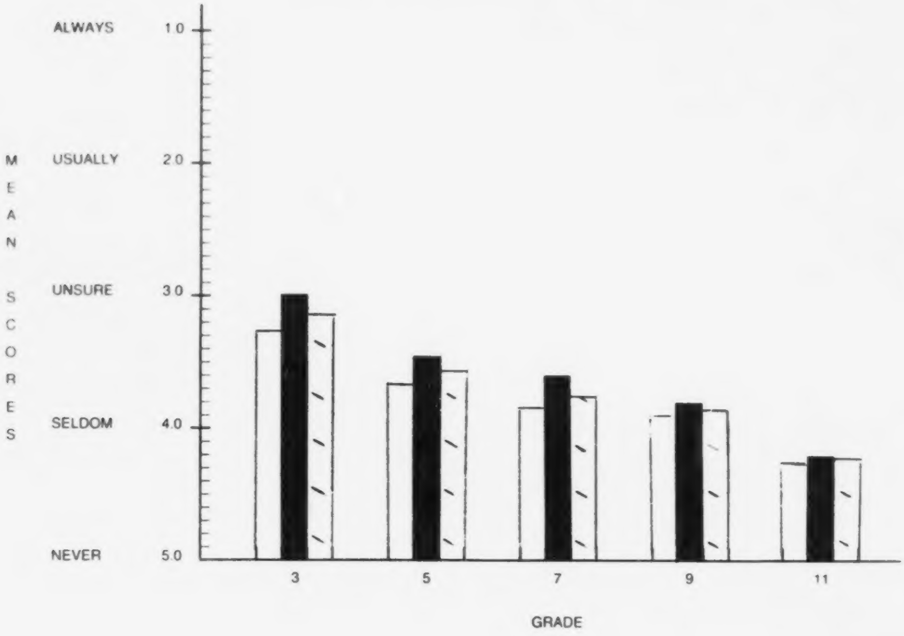
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.24	3.64	3.83	3.89	4.17	3.75
BLACK	2.99	3.43	3.61	3.79	4.15	3.55
OVERALL	3.13	3.54	3.73	3.85	4.16	3.66

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.22	3.70	3.87	3.89	4.16
BLACK RESIDENT	2.75	3.47	3.74	3.75	3.84
WHITE NON-RESIDENT	3.35	3.32	3.51	3.89	4.31
BLACK NON-RESIDENT	3.08	3.42	3.58	3.80	4.22

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 10.174, p < .001) and grade (F = 68.391, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores indicate a more positive attitude among the students as the grade level increases.

92. I can usually take care of myself.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	364	85.2	295	84.3
5	386	92.3	350	90.2
7	441	95.9	364	93.6
9	407	96.2	291	92.7
11	353	93.9	238	96.0
TOTAL	1951	92.7	1538	91.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	316	84.9	84	87.5	48	87.3	211	83.1
5	331	93.2	93	94.9	55	87.3	257	88.6
7	400	95.7	76	93.8	41	97.6	288	93.5
9	380	96.0	56	100.0	27	100.0	235	91.1
11	337	93.5	46	100.0	16	100.0	192	95.1
TOTAL	1764	92.8	355	94.2	187	92.1	1183	90.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	400	85.5	259	83.8
5	424	93.6	312	88.4
7	476	95.4	329	94.0
9	436	96.5	262	91.9
11	383	94.3	208	95.4
TOTAL	2119	93.0	1370	90.4

92. I can usually take care of myself.

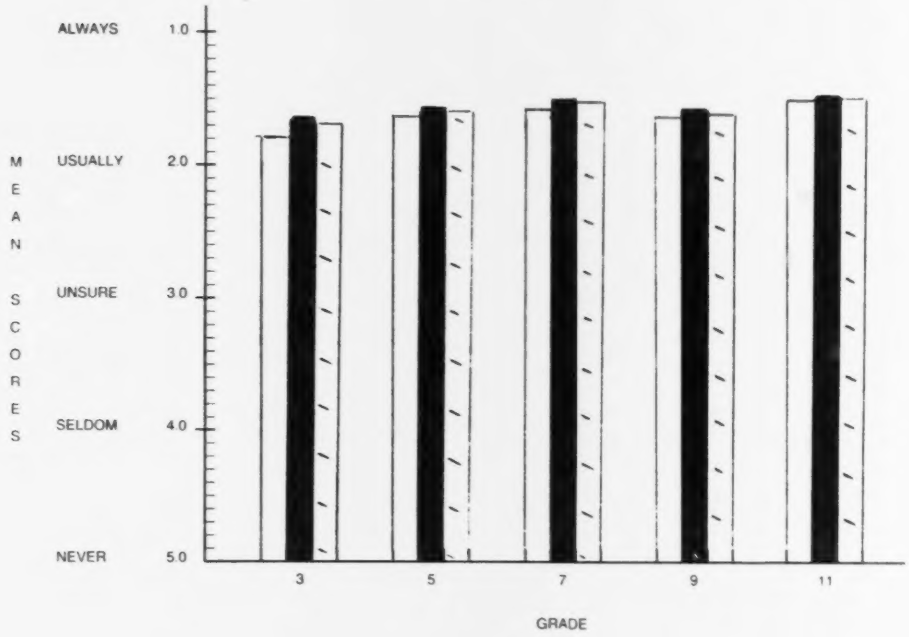
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.76	1.63	1.57	1.58	1.51	1.61
BLACK	1.65	1.55	1.49	1.56	1.47	1.55
OVERALL	1.71	1.59	1.53	1.57	1.49	1.58

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.80	1.62	1.58	1.59	1.51
BLACK RESIDENT	1.54	1.46	1.57	1.47	1.40
WHITE NON-RESIDENT	1.54	1.72	1.38	1.41	1.31
BLACK NON-RESIDENT	1.69	1.58	1.47	1.57	1.48

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 8.576, p < .001). In general, the mean scores indicate a more positive attitude among the students as the grade level increases.

93. My parents understand me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	370	86.7	295	84.3
5	356	85.2	342	88.1
7	371	80.7	319	82.0
9	310	73.3	249	79.3
11	262	69.7	204	82.3
TOTAL	1669	79.3	1409	83.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	329	88.4	85	88.5	41	74.5	210	82.7
5	305	85.9	88	89.8	51	81.0	254	87.6
7	339	81.1	64	79.0	32	76.2	255	82.8
9	295	74.7	42	75.0	14	51.9	207	80.2
11	252	70.0	36	78.3	10	62.5	168	83.2
TOTAL	1520	80.0	315	83.6	148	72.9	1094	83.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	414	88.5	251	81.2
5	393	86.5	305	86.4
7	403	80.8	287	82.0
9	338	74.8	221	77.5
11	288	70.9	178	81.7
TOTAL	1836	80.6	1242	82.0

93. My parents understand me.

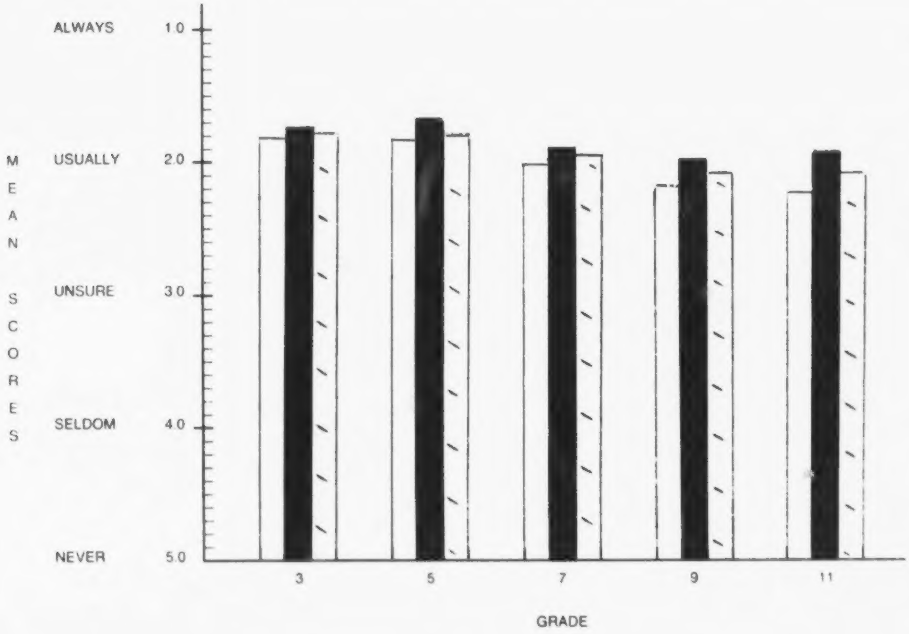
MEAN SCORES: RACE BY GRADE

RACE	GRADE 3	5	7	9	11	OVERALL
WHITE	1.82	1.84	2.02	2.15	2.22	2.00
BLACK	1.74	1.66	1.87	1.98	1.92	1.82
OVERALL	1.79	1.75	1.95	2.08	2.10	1.92

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE 3	5	7	9	11
WHITE RESIDENT	1.79	1.84	2.02	2.11	2.22
BLACK RESIDENT	1.58	1.71	1.87	2.10	2.11
WHITE NON-RESIDENT	2.04	1.85	2.03	2.70	2.25
BLACK NON-RESIDENT	1.80	1.65	1.87	1.96	1.88

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 18.091, p < .001) and grade (F = 17.001, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

94. I do not care what happens to me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	106	24.8	96	27.4
5	79	18.9	96	24.7
7	111	24.1	167	42.9
9	79	18.7	114	36.3
11	42	11.2	71	28.6
TOTAL	417	19.8	544	32.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	89	23.9	31	32.3	17	30.9	65	25.6
5	65	18.3	25	25.5	14	22.2	71	24.5
7	99	23.7	37	45.7	12	28.6	130	42.2
9	72	18.2	19	33.9	7	25.9	95	36.8
11	37	10.1	12	26.1	6	37.5	59	29.2
TOTAL	362	19.0	124	32.9	56	27.6	420	32.0

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	120	25.6	82	26.5
5	90	19.9	85	24.1
7	136	27.3	142	40.6
9	91	20.1	102	35.8
11	46	11.3	65	29.8
TOTAL	483	21.3	476	31.4

94. I do not care what happens to me.

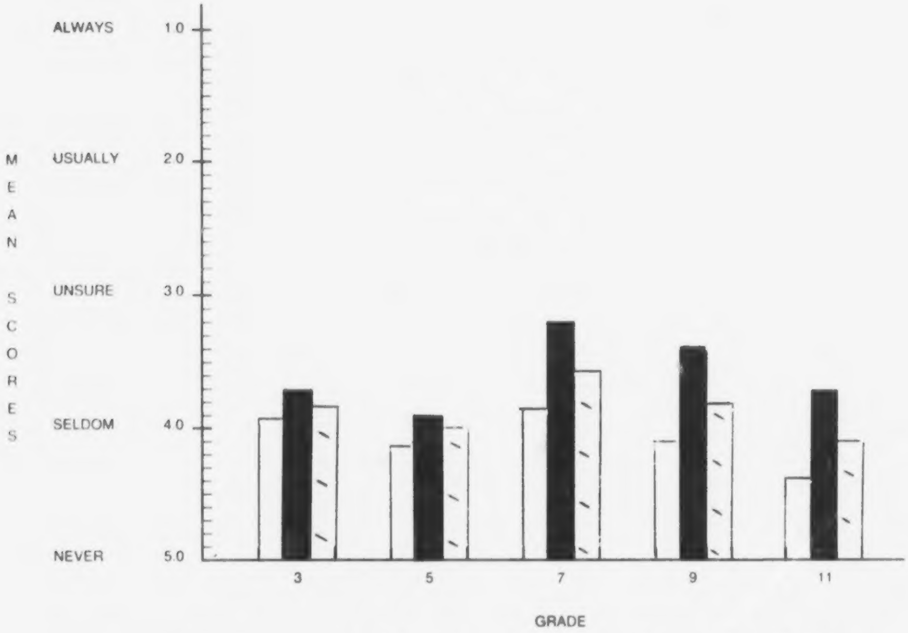
MEAN SCORES: RACE BY GRADE

RACE	GRADE 3	5	7	9	11	OVERALL
WHITE	3.93	4.12	3.86	4.11	4.37	4.07
BLACK	3.70	3.90	3.18	3.36	3.72	3.57
OVERALL	3.82	4.01	3.55	3.80	4.11	3.85

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE 3	5	7	9	11
WHITE RESIDENT	3.94	4.16	3.88	4.12	4.42
BLACK RESIDENT	3.45	3.85	3.07	3.51	3.87
WHITE NON-RESIDENT	3.81	3.88	3.69	3.93	3.31
BLACK NON-RESIDENT	3.79	3.92	3.21	3.33	3.68

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 32.744, p < .001) and grade (F = 12.449, p < .001). The mean scores indicate a more positive attitude for the White students. The mean scores do not indicate a trend for the grades.

95. I always know what to say to people.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	293	68.6	252	72.0
5	263	62.9	264	68.0
7	305	66.3	266	68.4
9	253	59.8	222	70.7
11	257	68.4	189	76.2
TOTAL	1371	65.2	1193	70.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	257	69.1	75	78.1	36	65.5	177	69.7
5	226	63.7	65	66.3	37	58.7	199	68.6
7	284	67.9	64	79.0	21	50.0	202	65.6
9	236	59.6	42	75.0	17	63.0	180	69.8
11	248	68.9	39	84.8	9	56.3	150	74.3
TOTAL	1251	65.8	285	75.6	120	59.1	908	69.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	332	70.9	213	68.9
5	291	64.2	236	66.9
7	348	69.7	223	63.7
9	278	61.5	197	69.1
11	287	70.7	159	72.9
TOTAL	1536	67.4	1028	67.9

95. I always know what to say to people.

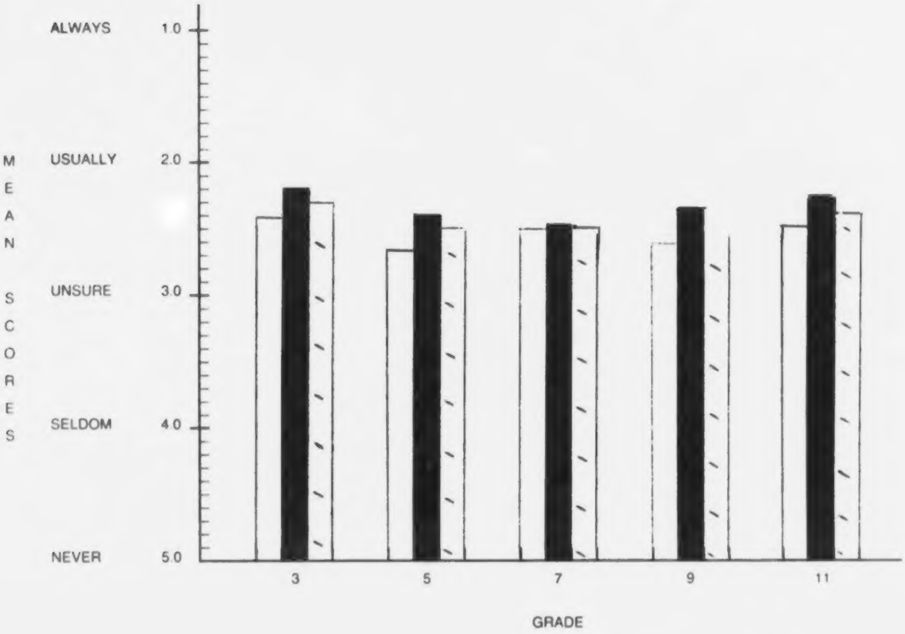
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.41	2.57	2.50	2.59	2.45	2.50
BLACK	2.18	2.41	2.46	2.33	2.22	2.33
OVERALL	2.30	2.49	2.48	2.48	2.36	2.43

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.40	2.56	2.48	2.60	2.44
BLACK RESIDENT	2.05	2.47	2.30	2.35	2.04
WHITE NON-RESIDENT	2.44	2.60	2.77	2.44	2.75
BLACK NON-RESIDENT	2.22	2.39	2.50	2.32	2.26

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 25.406, p < .001) and grade (F = 5.467, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

96. I am popular with students my own age.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	251	58.8	238	68.0
5	240	57.4	268	69.1
7	280	60.9	290	74.6
9	260	61.5	232	73.9
11	253	67.3	201	81.0
TOTAL	1284	61.0	1229	72.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	214	57.5	70	72.9	37	67.3	168	66.1
5	211	59.4	68	69.4	29	46.0	200	69.0
7	254	60.8	61	75.3	26	61.9	229	74.4
9	241	60.9	38	67.9	19	70.4	194	75.2
11	243	67.5	39	84.8	10	62.5	162	80.2
TOTAL	1163	61.2	276	73.2	121	59.6	953	72.6

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	284	60.7	205	66.3
5	279	61.6	229	64.9
7	315	63.1	255	72.9
9	279	61.7	213	74.7
11	282	69.5	172	78.9
TOTAL	1439	63.2	1074	70.9

96. I am popular with students my own age.

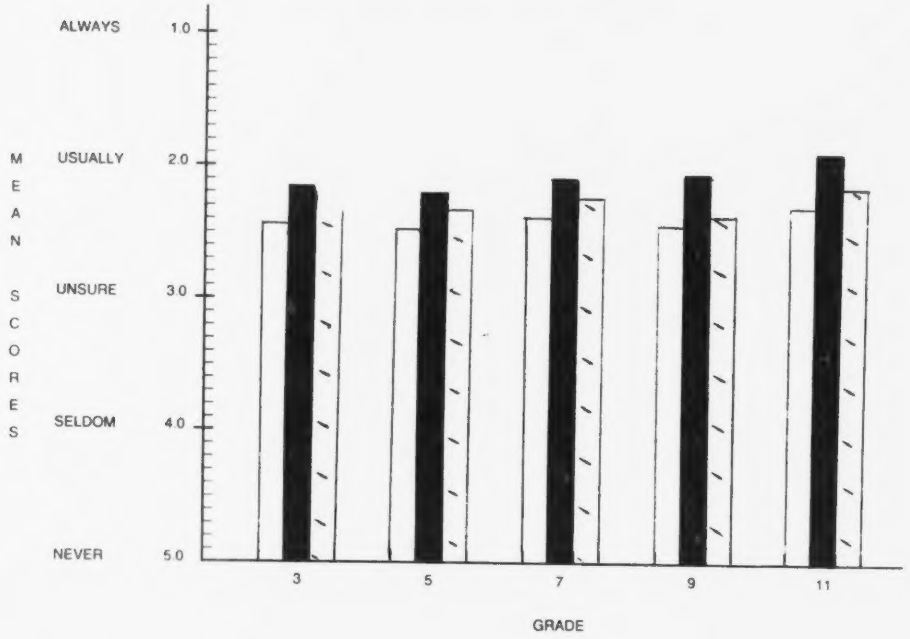
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.45	2.48	2.37	2.43	2.29	2.41
BLACK	2.15	2.19	2.08	2.06	1.88	2.09
OVERALL	2.32	2.34	2.24	2.27	2.13	2.66

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.48	2.42	2.40	2.44	2.28
BLACK RESIDENT	2.02	2.23	2.06	2.16	1.89
WHITE NON-RESIDENT	2.28	2.82	2.10	2.22	2.56
BLACK NON-RESIDENT	2.20	2.17	2.08	2.04	1.88

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 40.259, p < .001), grade (F = 4.283, p < .01) and the three-way interaction of race by status by grade (F = 2.673, p < .05). The mean scores indicate a more positive attitude for the Black resident students in grades three and seven and the Black non-resident students in grades five, nine and eleven.

97. I expect to pass all my classes.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	370	86.7	308	88.0
5	358	85.6	343	88.4
7	396	86.1	312	80.2
9	352	83.2	264	84.1
11	341	90.7	219	88.3
TOTAL	1817	86.4	1446	85.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	322	86.6	88	91.7	48	87.3	220	86.6
5	307	86.5	85	86.7	51	81.0	258	89.0
7	363	86.8	64	79.0	33	78.6	248	80.5
9	332	83.8	48	85.7	20	74.1	216	83.7
11	327	90.8	40	87.0	14	87.5	179	88.6
TOTAL	1651	86.8	325	86.2	166	81.8	1121	85.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	410	87.6	268	86.7
5	392	86.5	309	87.5
7	427	85.6	281	80.3
9	380	84.1	236	82.8
11	367	90.4	193	88.5
TOTAL	1976	86.7	1287	85.0

97. I expect to pass all my classes.

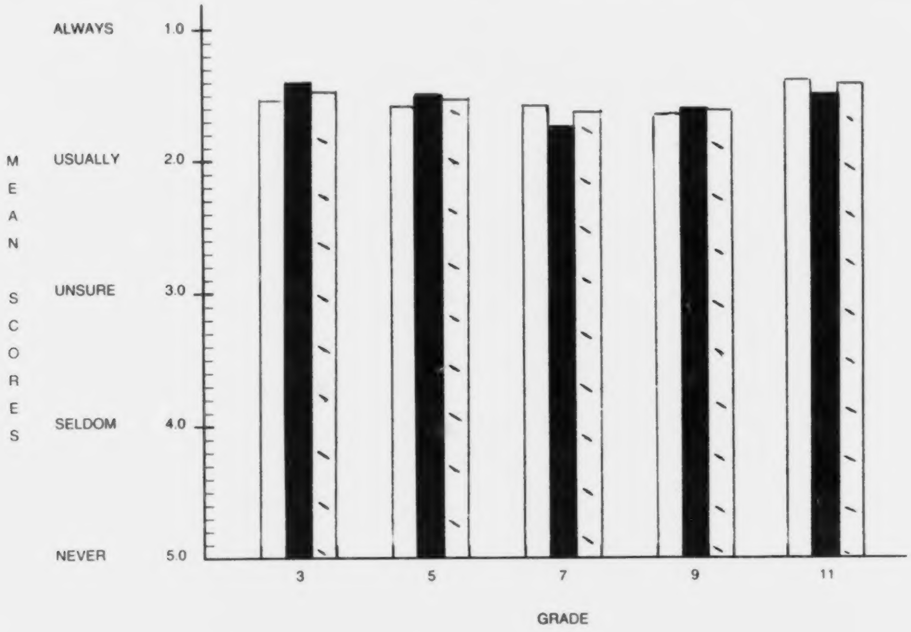
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.53	1.58	1.55	1.65	1.37	1.54
BLACK	1.39	1.50	1.74	1.63	1.50	1.56
OVERALL	1.47	1.54	1.64	1.64	1.42	1.55

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.53	1.56	1.54	1.63	1.36
BLACK RESIDENT	1.28	1.55	1.76	1.64	1.60
WHITE NON-RESIDENT	1.55	1.69	1.67	1.93	1.56
BLACK NON-RESIDENT	1.44	1.49	1.73	1.63	1.47

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 8.999, $p < .001$) and the two-way interaction of race by grade (F = 2.964, $p < .05$). The mean scores do not indicate a trend in the responses for the Black students or the White students.

98. I do not care if I finish high school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	149	34.9	195	55.7
5	99	23.7	133	34.3
7	83	18.0	134	34.4
9	52	12.3	105	33.4
11	24	6.4	55	22.2
TOTAL	407	19.3	622	36.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	121	32.5	58	60.4	28	50.9	137	53.9
5	74	20.8	35	35.7	25	39.7	98	33.8
7	76	18.2	30	37.0	7	16.7	104	33.8
9	47	11.9	14	25.0	5	18.5	91	35.3
11	22	6.1	10	21.7	2	12.5	45	22.3
TOTAL	340	17.9	147	39.0	67	33.0	475	36.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	179	38.2	165	53.4
5	109	24.1	123	34.8
7	106	21.2	111	31.7
9	61	13.5	96	33.7
11	32	7.9	47	21.6
TOTAL	487	21.4	542	35.8

98. I do not care if I finish high school.

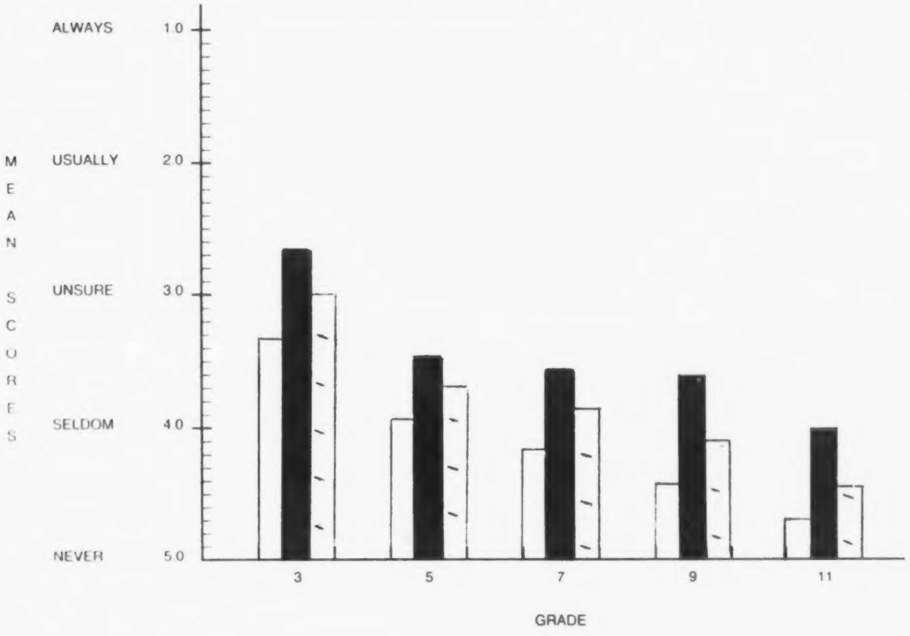
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.32	3.92	4.15	4.41	4.69	3.08
BLACK	2.64	3.46	3.52	3.58	4.00	3.40
OVERALL	3.01	3.69	3.86	4.06	4.42	3.78

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.40	4.02	4.17	4.44	4.70
BLACK RESIDENT	2.43	3.54	3.38	3.84	4.11
WHITE NON-RESIDENT	2.74	3.32	3.95	4.07	4.50
BLACK NON-RESIDENT	2.73	3.43	3.56	3.53	3.98

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 48.374, p < .001) and grade (F = 68.027, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores indicate a more positive attitude among the students as the grade level increases.

99. I expect to finish high school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	371	86.9	315	90.0
5	395	94.5	362	93.3
7	443	96.3	365	93.8
9	403	95.3	299	95.2
11	364	96.8	242	97.6
TOTAL	1976	93.9	1583	93.7

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	324	87.1	90	93.8	47	85.5	225	88.6
5	339	95.5	92	93.9	56	88.9	270	93.1
7	405	96.9	75	92.6	38	90.5	290	94.2
9	380	96.0	56	100.0	23	85.2	243	94.2
11	348	96.7	45	97.8	16	100.0	197	97.5
TOTAL	1796	94.5	358	95.0	180	88.7	1225	93.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	414	88.5	272	88.0
5	431	95.1	326	92.4
7	480	96.2	328	93.7
9	436	96.5	266	93.3
11	393	96.8	213	97.7
TOTAL	2154	94.6	1405	92.7

99. I expect to finish high school.

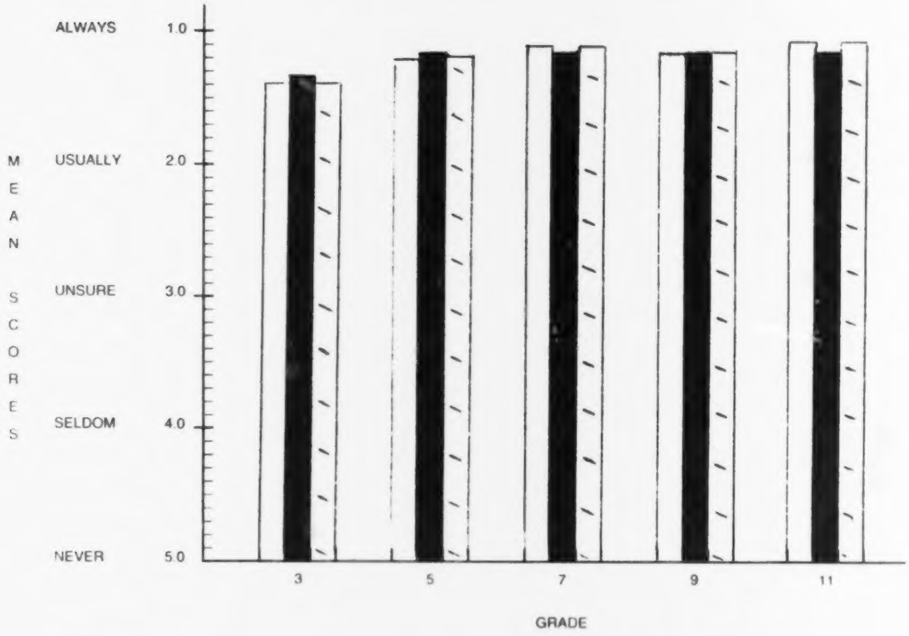
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.41	1.22	1.12	1.15	1.06	1.19
BLACK	1.32	1.16	1.16	1.13	1.16	1.18
OVERALL	1.37	1.19	1.14	1.14	1.06	1.19

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.39	1.18	1.11	1.13	1.07
BLACK RESIDENT	1.25	1.09	1.17	1.05	1.04
WHITE NON-RESIDENT	1.51	1.45	1.17	1.48	1.00
BLACK NON-RESIDENT	1.35	1.18	1.16	1.15	1.07

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 12.821, p > .001) and grade (F = 26.420, p < .001). The mean scores indicate a positive attitude for both the Black students and the White students. The mean scores indicate a more positive attitude among the students as the grade level increases.

100. I expect to go to college, business school or vocational school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	294	68.9	275	78.6
5	316	75.6	325	83.8
7	361	78.5	327	84.1
9	325	76.8	238	75.6
11	326	86.7	209	84.3
TOTAL	1622	77.1	1374	81.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	260	69.9	79	82.3	34	61.8	196	77.2
5	273	76.9	85	86.7	43	68.3	240	82.8
7	334	79.9	69	85.2	27	64.3	258	83.8
9	307	77.5	48	85.7	18	66.7	190	73.6
11	313	86.9	37	80.4	13	81.3	172	85.1
TOTAL	1487	78.2	318	84.4	135	66.5	1056	80.5

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	339	72.4	230	74.4
5	358	79.0	283	80.2
7	403	80.8	285	81.4
9	355	78.5	208	73.0
11	350	86.2	185	84.9
TOTAL	1805	79.2	1191	78.6

100. I expect to go to college, business school or vocational school.

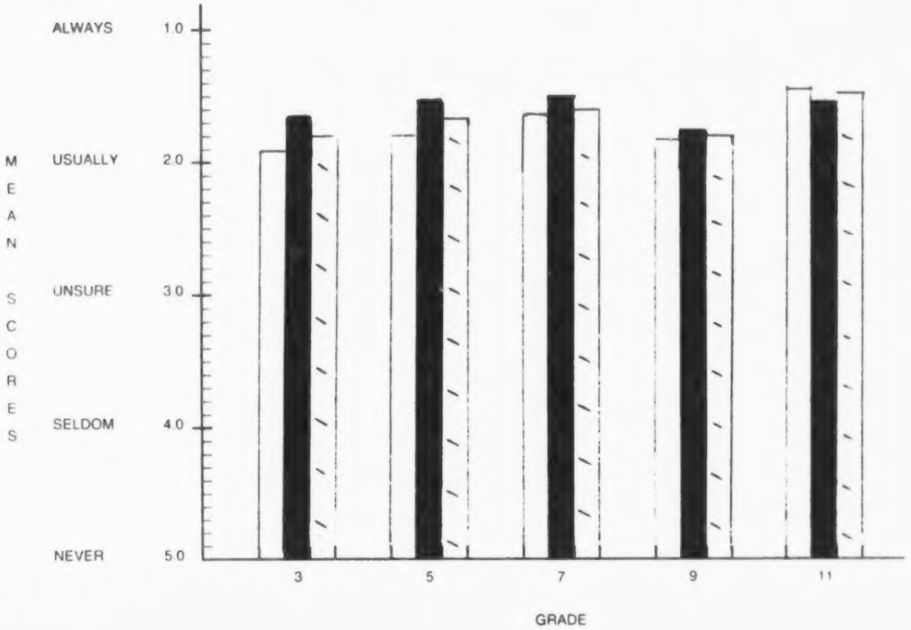
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.93	1.80	1.66	1.78	1.42	1.72
BLACK	1.65	1.52	1.51	1.75	1.53	1.59
OVERALL	1.80	1.67	1.59	1.76	1.46	1.66

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.91	1.76	1.61	1.76	1.40
BLACK RESIDENT	1.64	1.41	1.42	1.50	1.60
WHITE NON-RESIDENT	2.08	2.05	2.15	2.07	1.75
BLACK NON-RESIDENT	1.66	1.56	1.54	1.80	1.52

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 30.913, p < .001) and grade (F = 10.855, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a more positive attitude among the students as the grade level increases.

101. It is important to do my homework.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	409	95.8	321	91.7
5	404	96.7	368	94.8
7	439	95.4	370	95.1
9	397	93.9	296	94.3
11	342	91.0	239	96.4
TOTAL	1991	94.6	1594	94.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	357	96.0	89	92.7	52	94.5	232	91.3
5	344	96.9	94	95.9	60	95.2	274	94.5
7	402	96.2	74	91.4	37	88.1	296	96.1
9	373	94.2	56	100.0	24	88.9	240	93.0
11	326	90.6	44	95.7	16	100.0	195	96.5
TOTAL	1802	94.8	357	94.7	189	93.1	1237	94.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	446	95.3	284	91.9
5	438	96.7	334	94.6
7	476	95.4	333	95.1
9	429	94.9	264	92.6
11	370	91.1	211	96.8
TOTAL	2159	94.8	1426	94.1

101. It is important to do my homework.

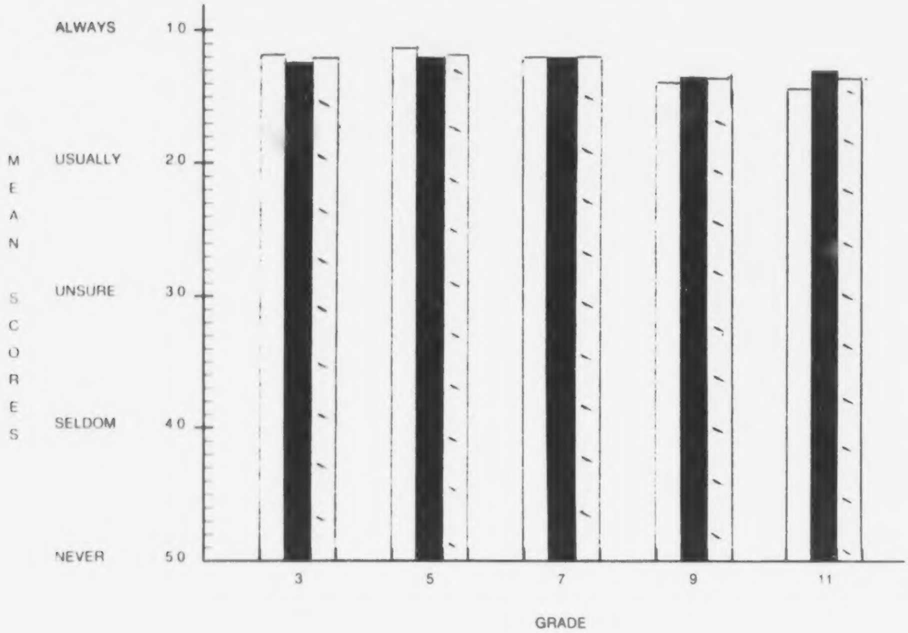
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.19	1.14	1.21	1.40	1.44	1.27
BLACK	1.26	1.20	1.21	1.32	1.29	1.25
OVERALL	1.22	1.17	1.21	1.36	1.38	1.26

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.18	1.13	1.19	1.37	1.44
BLACK RESIDENT	1.20	1.14	1.31	1.14	1.39
WHITE NON-RESIDENT	1.24	1.17	1.46	1.77	1.44
BLACK NON-RESIDENT	1.29	1.22	1.19	1.36	1.27

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effect of grade (F = 15.204, p < .001) and the two-way interaction of race by grade (F = 3.427, p < .01). The mean scores indicate a positive attitude for both the Black students and the White students.

102. I am proud of my schoolwork.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	343	80.3	282	80.6
5	354	84.7	309	79.6
7	359	78.0	295	75.8
9	277	65.5	228	72.6
11	292	77.7	192	77.4
TOTAL	1625	77.2	1306	77.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	298	80.1	85	88.5	45	81.8	197	77.6
5	306	86.2	82	83.7	48	76.2	227	78.3
7	329	78.7	60	74.1	30	71.4	235	76.3
9	261	65.9	44	78.6	16	59.3	184	71.3
11	281	78.1	36	78.3	11	68.8	156	77.2
TOTAL	1475	77.6	307	81.4	150	73.9	999	76.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	383	81.8	242	78.3
5	388	85.7	275	77.9
7	389	78.0	265	75.7
9	305	67.5	200	70.2
11	317	78.1	167	76.6
TOTAL	1782	78.2	1149	75.8

102. I am proud of my schoolwork.

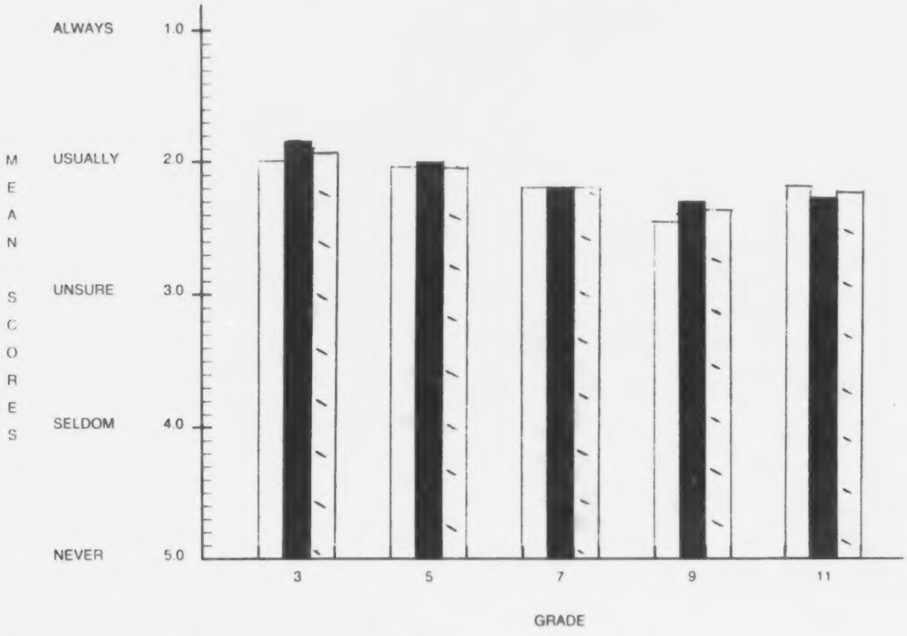
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.99	2.03	2.17	2.43	2.16	2.16
BLACK	1.86	2.00	2.18	2.28	2.24	2.10
OVERALL	1.93	2.01	2.18	2.37	2.19	2.13

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.00	1.99	2.16	2.42	2.14
BLACK RESIDENT	1.72	1.90	2.25	2.18	2.35
WHITE NON-RESIDENT	1.91	2.25	2.36	2.58	2.56
BLACK NON-RESIDENT	1.92	2.04	2.17	2.31	2.21

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.333, p < .05) and grade (F = 21.607, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

103. I am doing the best schoolwork that I can.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	390	91.3	300	85.7
5	367	87.8	336	86.6
7	359	78.0	301	72.4
9	317	74.9	216	68.8
11	281	74.7	181	73.0
TOTAL	1714	81.5	1334	79.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	338	90.9	83	86.5	52	94.5	217	85.4
5	320	90.1	87	88.8	47	74.6	249	85.9
7	327	78.2	67	82.7	32	76.2	234	76.0
9	300	75.8	41	73.2	17	63.0	175	67.8
11	274	76.1	31	67.4	7	43.8	150	74.3
TOTAL	1559	82.0	309	82.0	155	76.4	1025	78.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	421	90.0	269	87.1
5	407	89.8	296	83.9
7	394	79.0	266	76.0
9	341	75.4	192	67.4
11	305	75.1	157	72.0
TOTAL	1868	82.0	1180	77.9

103. I am doing the best schoolwork that I can.

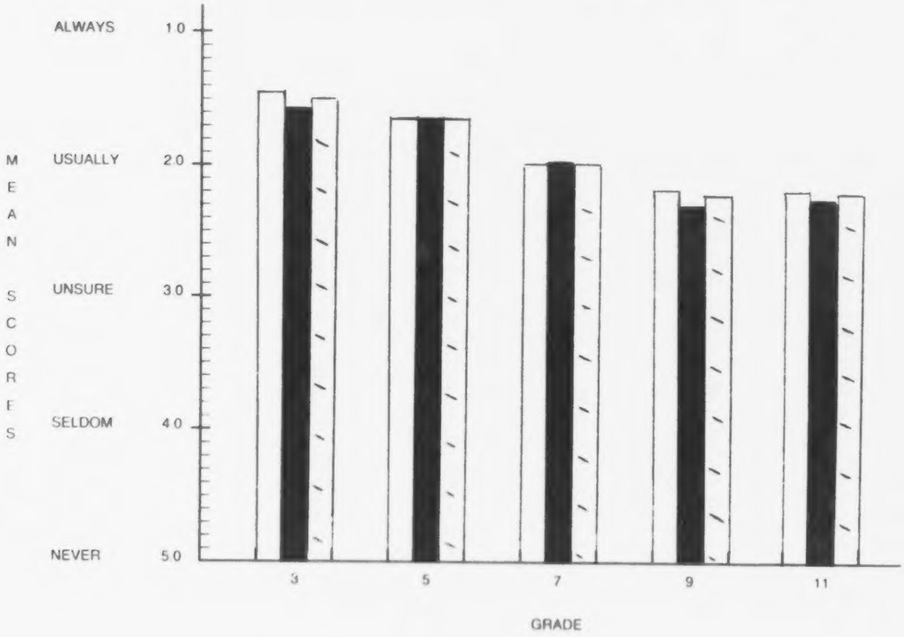
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.44	1.64	1.99	2.17	2.20	1.88
BLACK	1.54	1.64	1.98	2.29	2.26	1.91
OVERALL	1.49	1.64	1.99	2.22	2.23	1.90

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.44	1.60	1.99	2.15	2.17
BLACK RESIDENT	1.52	1.58	1.91	2.27	2.39
WHITE NON-RESIDENT	1.44	1.92	1.97	2.46	2.88
BLACK NON-RESIDENT	1.55	1.66	2.00	2.29	2.23

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 88.281, p < .001). The mean scores indicate a less positive attitude among the students as the grade level increases.

104. I like to be called on in class.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	342	80.1	283	80.9
5	326	78.0	295	76.0
7	307	66.7	256	65.8
9	220	52.0	179	57.0
11	204	54.3	158	63.7
TOTAL	1399	66.5	1171	69.3

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	300	80.6	83	86.5	42	76.4	200	78.7
5	283	79.7	75	76.5	43	68.3	220	75.9
7	281	67.2	51	63.0	26	61.9	205	66.6
9	208	52.5	33	58.9	12	44.4	146	56.6
11	196	54.4	31	67.4	8	50.0	127	62.9
TOTAL	1268	66.7	273	72.4	131	64.5	898	68.4

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	383	81.8	242	78.3
5	358	79.0	263	74.5
7	332	66.5	231	66.0
9	241	53.3	158	55.4
11	227	55.9	135	61.9
TOTAL	1541	67.6	1029	67.9

104. I like to be called on in class.

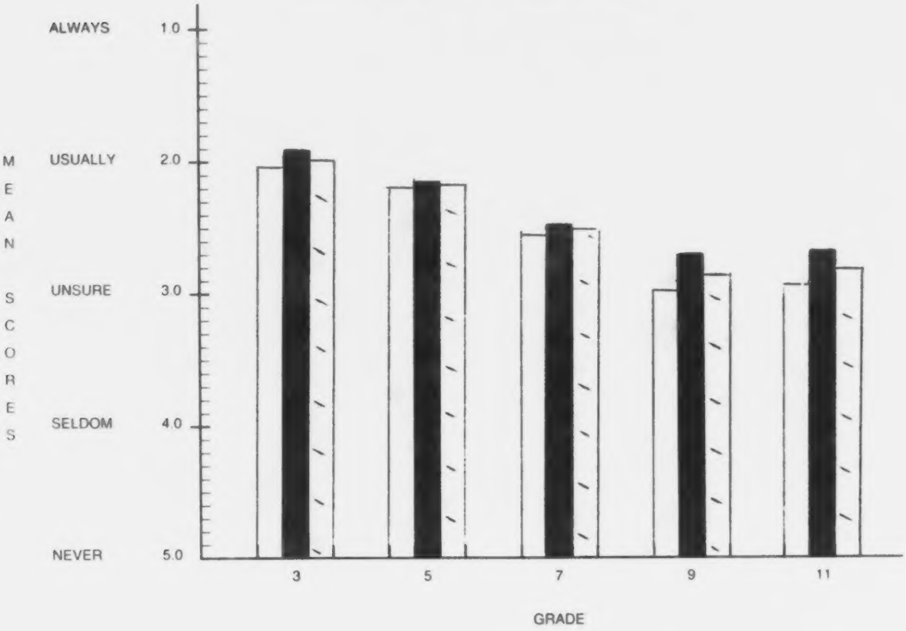
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.04	2.17	2.54	2.94	2.86	2.50
BLACK	1.91	2.14	2.47	2.71	2.62	2.35
OVERALL	1.98	2.15	2.51	2.84	2.76	2.43

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.03	2.15	2.52	2.93	2.85
BLACK RESIDENT	1.69	2.14	2.56	2.61	2.54
WHITE NON-RESIDENT	2.06	2.28	2.74	3.08	2.94
BLACK NON-RESIDENT	2.00	2.14	2.45	2.73	2.64

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 11.246, p < .001) and grade (F = 66.823, p < .001). The mean scores indicate a more positive attitude for the Black students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

105. I am not doing as well in school as I would like to do.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	181	42.4	187	53.4
5	201	48.1	220	56.7
7	241	52.4	259	66.6
9	238	56.3	210	66.9
11	195	51.9	162	65.3
TOTAL	1056	50.2	1038	61.5

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	152	40.9	60	62.5	29	52.7	127	50.0
5	166	46.8	51	52.0	35	55.6	169	58.3
7	221	52.9	54	66.7	20	47.6	205	66.6
9	222	56.1	32	57.1	16	59.3	178	69.0
11	184	51.1	26	56.5	11	68.8	136	67.3
TOTAL	945	49.7	223	59.2	111	54.7	815	62.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	212	45.3	156	50.5
5	217	47.9	204	57.8
7	275	55.1	225	64.3
9	254	56.2	194	68.1
11	210	51.7	147	67.4
TOTAL	1168	51.3	926	61.1

105. I am not doing as well in school as I would like to do.

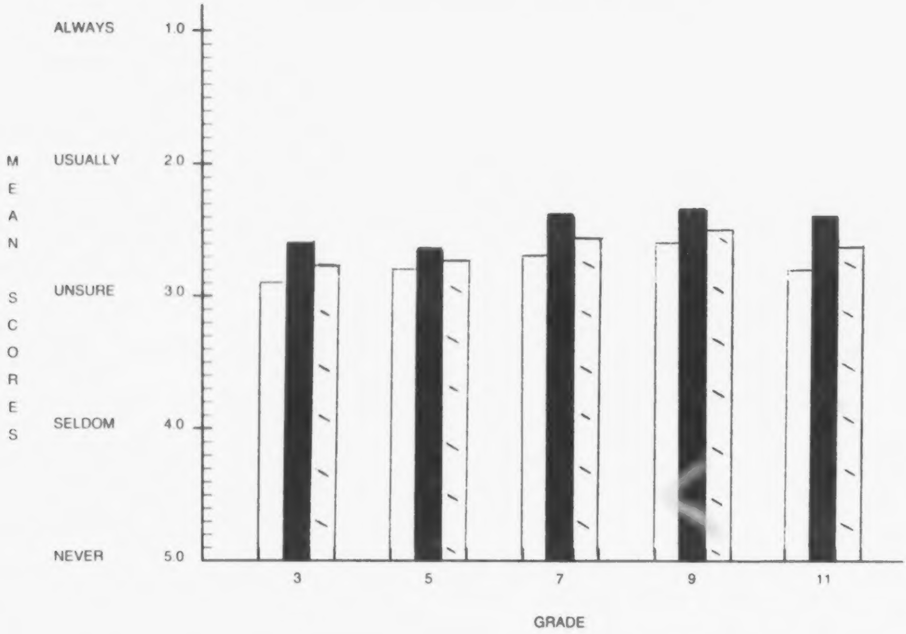
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.91	2.80	2.71	2.61	2.79	2.76
BLACK	2.59	2.63	2.36	2.33	2.36	2.46
OVERALL	2.77	2.72	2.55	2.49	2.62	2.63

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.93	2.84	2.71	2.62	2.82
BLACK RESIDENT	2.44	2.74	2.36	2.52	2.63
WHITE NON-RESIDENT	2.83	2.55	2.74	2.58	2.19
BLACK NON-RESIDENT	2.64	2.59	2.36	2.29	2.29

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 13.920, p < .001) and grade (F = 5.736, p < .001). The mean scores indicate a more positive attitude for the White students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

106. I often get discouraged in school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	101	23.7	122	34.9
5	120	28.7	145	37.4
7	138	30.0	149	38.3
9	147	34.8	140	44.6
11	128	34.0	89	35.9
TOTAL	634	30.1	645	38.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	89	23.9	33	34.4	12	21.8	89	35.0
5	97	27.3	33	33.7	23	36.5	112	38.6
7	120	28.7	31	38.3	18	42.9	118	38.3
9	136	34.3	21	37.5	11	40.7	119	46.1
11	123	34.2	12	26.1	5	31.3	77	38.1
TOTAL	565	29.7	130	34.5	69	34.0	515	39.3

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	122	26.1	101	32.7
5	130	28.7	135	38.2
7	151	30.3	136	38.9
9	157	34.7	130	45.6
11	135	33.3	82	37.6
TOTAL	695	30.5	584	38.5

106. I often get discouraged in school.

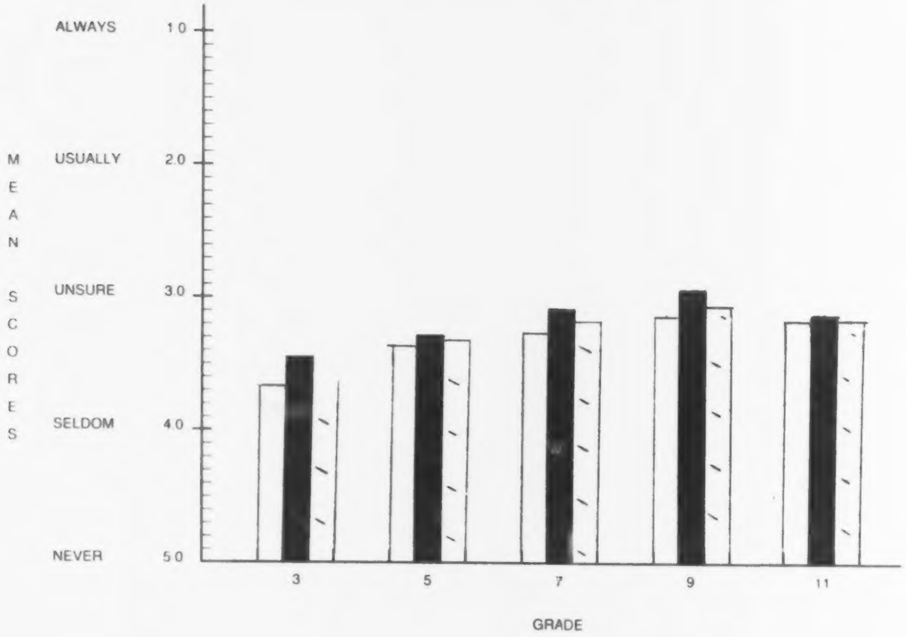
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.66	3.37	3.28	3.14	3.16	3.32
BLACK	3.43	3.30	3.09	2.94	3.13	3.19
OVERALL	3.56	3.34	3.19	3.06	3.15	3.26

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.65	3.40	3.29	3.15	3.15
BLACK RESIDENT	3.48	3.44	3.04	3.16	3.30
WHITE NON-RESIDENT	3.71	3.23	3.13	3.40	3.44
BLACK NON-RESIDENT	3.42	3.26	3.10	2.90	3.10

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 18.676, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

107. There are enough Black teachers in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	116	27.2	88	25.1
5	91	21.8	81	20.9
7	140	30.4	97	24.9
9	180	42.6	48	15.3
11	142	37.8	31	12.5
TOTAL	669	31.8	345	20.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	85	22.8	30	31.3	31	56.4	58	22.8
5	69	19.4	28	28.6	22	34.9	53	18.3
7	122	29.2	26	32.1	18	42.9	71	23.1
9	168	42.4	11	19.6	12	44.4	37	14.3
11	134	37.2	11	23.9	8	50.0	20	9.9
TOTAL	578	30.4	106	28.1	91	44.8	239	18.2

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	115	24.6	89	28.8
5	97	21.4	75	21.2
7	147	29.7	89	25.4
9	179	39.6	49	17.2
11	145	35.7	28	12.8
TOTAL	683	30.0	330	21.8

107. There are enough Black teachers in my school.

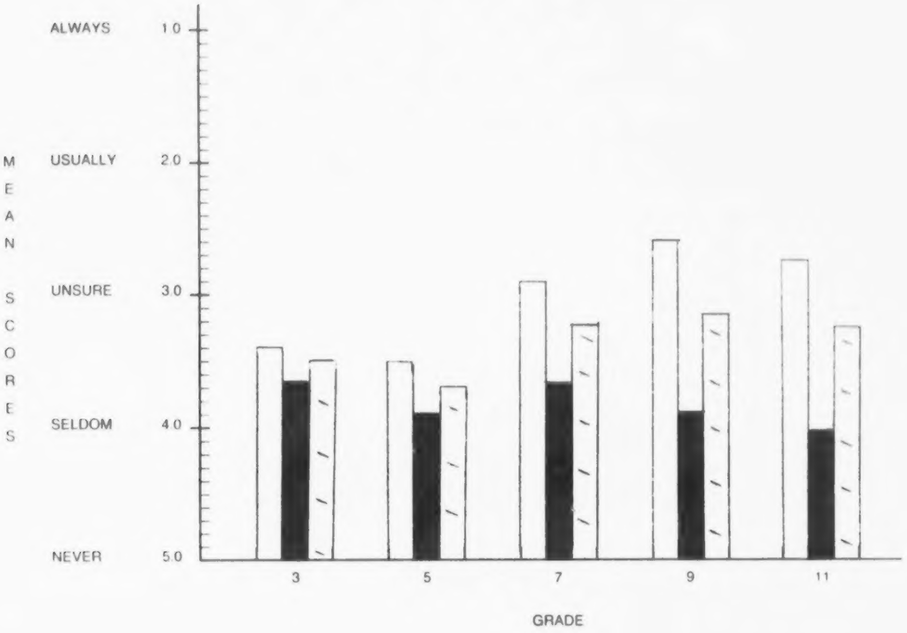
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.38	3.47	2.87	2.58	2.72	3.01
BLACK	3.66	3.86	3.64	3.88	4.01	3.79
OVERALL	3.50	3.66	3.22	3.13	3.23	3.36

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.52	3.56	2.92	2.59	2.72
BLACK RESIDENT	3.38	3.49	3.27	3.64	3.45
WHITE NON-RESIDENT	2.44	2.97	2.38	2.42	2.69
BLACK NON-RESIDENT	3.77	3.98	3.74	3.93	4.13

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 141.089, p < .001), grade (19.130, p < .001) and the two-way interaction of race by grade (F = 7.930, p < .001). The mean scores indicate a less positive attitude for the Black students compared to the White students at all grade levels.

108. I have studied about the contributions of other races.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	219	51.3	196	56.0
5	232	55.5	228	58.8
7	234	50.9	240	61.7
9	169	40.0	158	50.3
11	146	38.8	127	51.2
TOTAL	1000	47.5	949	56.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	193	51.9	53	55.2	26	47.3	143	56.3
5	193	54.4	54	55.1	39	61.9	174	60.0
7	210	50.2	44	54.3	24	57.1	196	63.6
9	156	39.4	30	53.6	13	48.1	128	49.6
11	137	38.1	24	52.2	9	56.3	103	51.0
TOTAL	889	46.8	205	54.4	111	54.7	744	56.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	246	52.6	169	54.7
5	247	54.5	213	60.3
7	254	50.9	220	62.9
9	186	41.2	141	49.5
11	161	39.7	112	51.4
TOTAL	1094	48.0	855	56.4

108. I have studied about the contributions of other races.

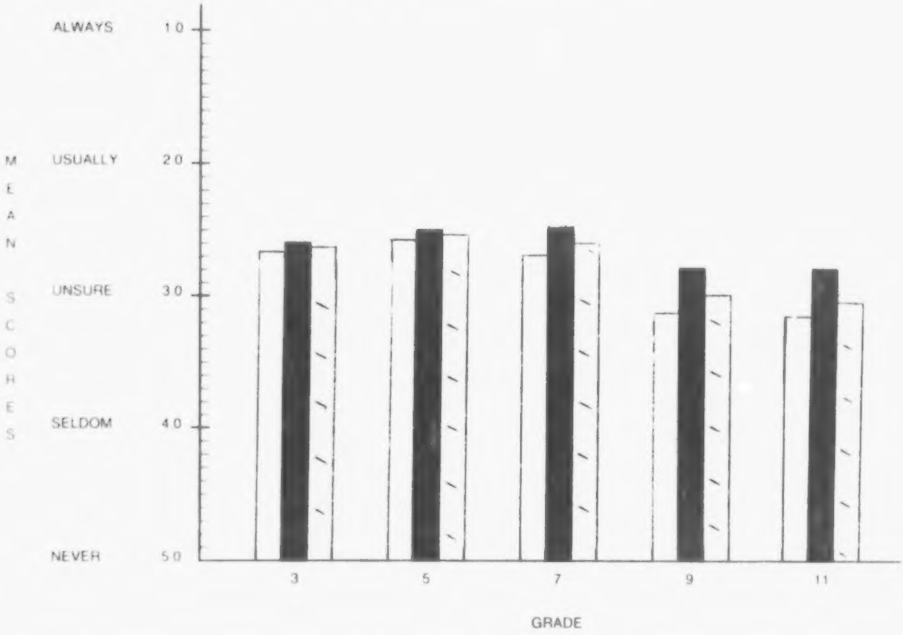
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.67	2.57	2.70	3.13	3.15	2.84
BLACK	2.62	2.50	2.46	2.82	2.79	2.62
OVERALL	2.65	2.53	2.59	3.00	3.01	2.74

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.61	2.59	2.72	3.16	3.18
BLACK RESIDENT	2.50	2.67	2.56	2.75	2.93
WHITE NON-RESIDENT	3.11	2.42	2.52	2.77	2.63
BLACK NON-RESIDENT	2.67	2.44	2.44	2.84	2.76

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.044, $p < .05$) and grade (F = 20.496, $p < .001$). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

109. I like what I am learning in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	350	82.0	282	80.6
5	332	79.4	332	85.6
7	356	77.4	307	78.9
9	318	75.2	247	78.7
11	298	79.3	215	86.7
TOTAL	1654	78.6	1383	81.9

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	303	81.5	84	87.5	47	85.5	198	78.0
5	288	81.1	91	92.9	44	69.8	241	83.1
7	328	78.5	61	75.3	28	66.7	246	79.9
9	298	75.3	45	80.4	20	74.1	202	78.3
11	284	78.9	38	82.6	14	87.5	177	87.6
TOTAL	1501	79.0	319	84.6	153	75.4	1064	81.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	387	82.7	245	79.3
5	379	83.7	285	80.7
7	389	78.0	274	78.3
9	343	75.9	222	77.9
11	322	79.3	191	87.6
TOTAL	1820	79.9	1217	80.3

109. I like what I am learning in my school.

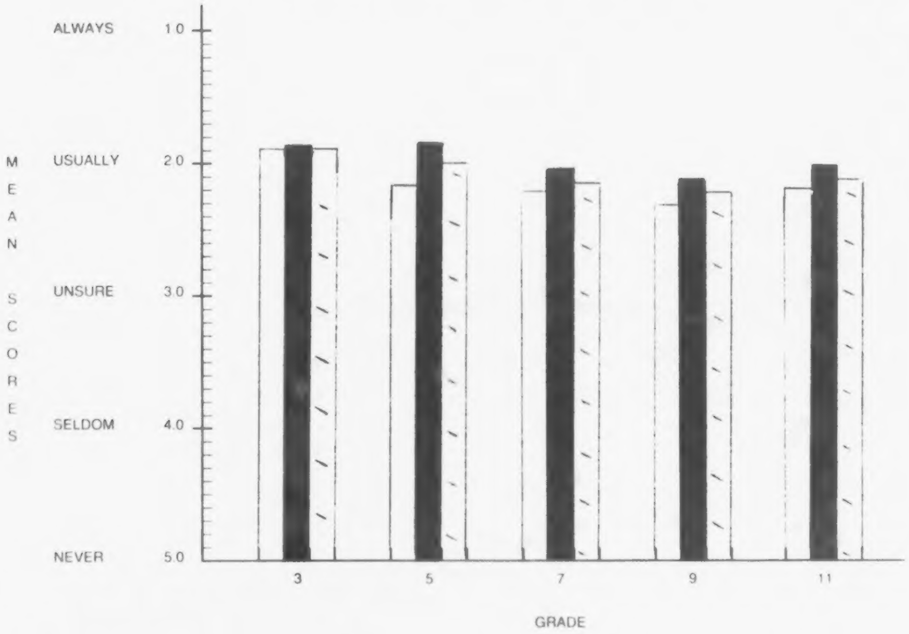
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.88	2.17	2.20	2.30	2.17	2.14
BLACK	1.86	1.81	2.03	2.10	1.97	1.95
OVERALL	1.87	1.99	2.12	2.21	2.09	2.06

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.89	2.14	2.19	2.30	2.17
BLACK RESIDENT	1.65	1.68	2.10	2.11	2.11
WHITE NON-RESIDENT	1.82	2.32	2.38	2.27	2.25
BLACK NON-RESIDENT	1.93	1.85	2.01	2.10	1.94

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 32.322, p < .001), grade (F = 14.640, p < .001) and the two-way interaction of race by grade (F = 2.823, p < .05). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels.

110. Learning about other races will be helpful to me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	288	67.4	250	71.4
5	301	72.0	299	77.1
7	301	65.4	312	80.2
9	221	52.2	217	69.1
11	188	50.0	176	71.0
TOTAL	1299	61.7	1254	74.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	254	68.3	73	76.0	34	61.8	177	69.7
5	258	72.7	72	73.5	43	68.3	227	78.3
7	273	65.3	63	77.8	28	66.7	249	80.8
9	213	53.8	40	71.4	8	29.6	177	68.6
11	179	49.7	36	78.3	9	56.3	140	69.3
TOTAL	1177	61.9	284	75.3	122	60.1	970	73.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	327	69.9	211	68.3
5	330	72.8	270	76.5
7	336	67.3	277	79.1
9	253	56.0	185	64.9
11	215	53.0	149	68.3
TOTAL	1461	64.1	1092	72.1

110. Learning about other races will be helpful to me.

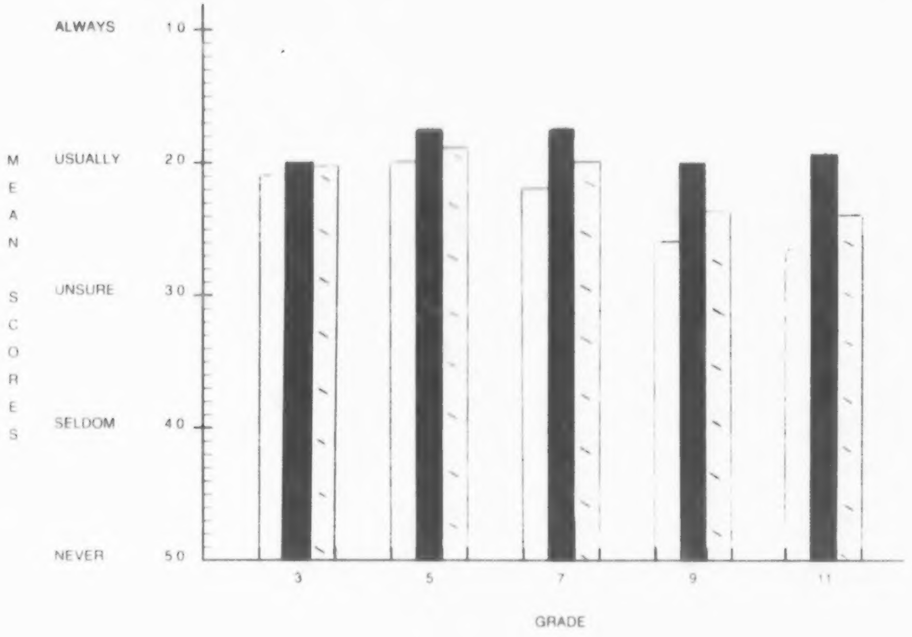
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.05	1.97	2.19	2.59	2.66	2.28
BLACK	1.99	1.77	1.78	2.01	1.94	1.89
OVERALL	2.02	1.88	2.00	2.35	2.37	2.11

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.02	1.98	2.18	2.57	2.66
BLACK RESIDENT	1.88	1.89	1.79	1.87	1.91
WHITE NON-RESIDENT	2.25	1.92	2.25	2.96	2.63
BLACK NON-RESIDENT	2.03	1.74	1.78	2.04	1.94

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 57.177, p < .001), grade (F = 24.598, p < .001) and the two-way interaction of race by grade (F = 6.097, p < .001). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels.

111. My school makes me feel proud of my heritage.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	267	62.5	208	59.4
5	258	61.7	225	58.0
7	246	53.5	195	50.1
9	216	51.1	135	43.0
11	203	54.0	91	36.7
TOTAL	1190	56.6	854	50.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	231	62.1	66	68.8	36	65.5	142	55.9
5	225	63.4	60	61.2	33	52.4	165	56.9
7	228	54.5	44	54.3	18	42.9	151	49.0
9	203	51.3	24	42.9	13	48.1	111	43.0
11	197	54.7	21	45.7	6	37.5	70	34.7
TOTAL	1084	57.0	215	57.0	106	52.2	639	48.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	297	63.5	178	57.6
5	285	62.9	198	56.1
7	272	54.5	169	48.3
9	227	50.2	124	43.5
11	218	53.7	76	34.9
TOTAL	1299	57.0	745	49.2

111. My school makes me feel proud of my heritage.

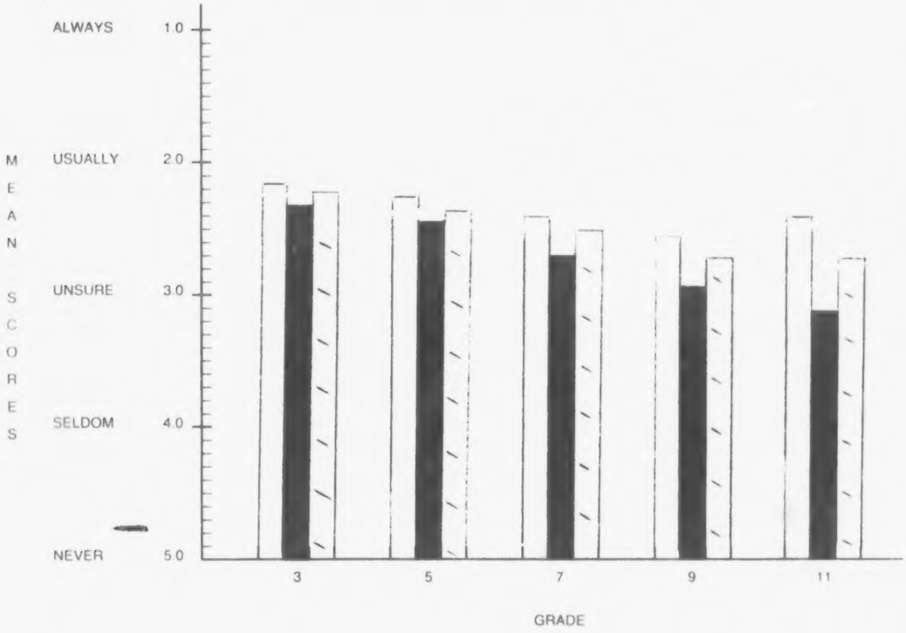
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.16	2.27	2.38	2.54	2.41	2.35
BLACK	2.32	2.43	2.66	2.93	3.11	2.65
OVERALL	2.23	2.35	2.51	2.70	2.69	2.49

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.16	2.24	2.34	2.52	2.39
BLACK RESIDENT	2.11	2.31	2.46	2.84	2.73
WHITE NON-RESIDENT	2.20	2.44	2.76	2.74	3.07
BLACK NON-RESIDENT	2.40	2.47	2.72	2.95	3.20

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.631, p < .01) and grade (F = 24.353, p < .001). The mean scores indicate more positive attitude for the White students. In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

112. I want to learn more about other races.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	302	70.7	242	69.1
5	285	68.2	277	71.4
7	268	58.3	273	70.2
9	180	42.6	195	62.1
11	173	46.0	163	65.7
TOTAL	1208	57.4	1150	68.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	268	72.0	63	65.6	34	61.8	179	70.5
5	242	68.2	65	66.3	43	68.3	212	73.1
7	241	57.7	55	67.9	27	64.3	218	70.8
9	171	43.2	37	66.1	9	33.3	158	61.2
11	165	45.8	36	78.3	8	50.0	127	62.9
TOTAL	1087	57.2	256	67.9	121	59.6	894	68.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	331	70.7	213	68.9
5	307	67.8	255	72.2
7	296	59.3	245	70.0
9	208	46.0	167	58.6
11	201	49.5	135	61.9
TOTAL	1343	59.0	1015	67.0

112. I want to learn more about other races.

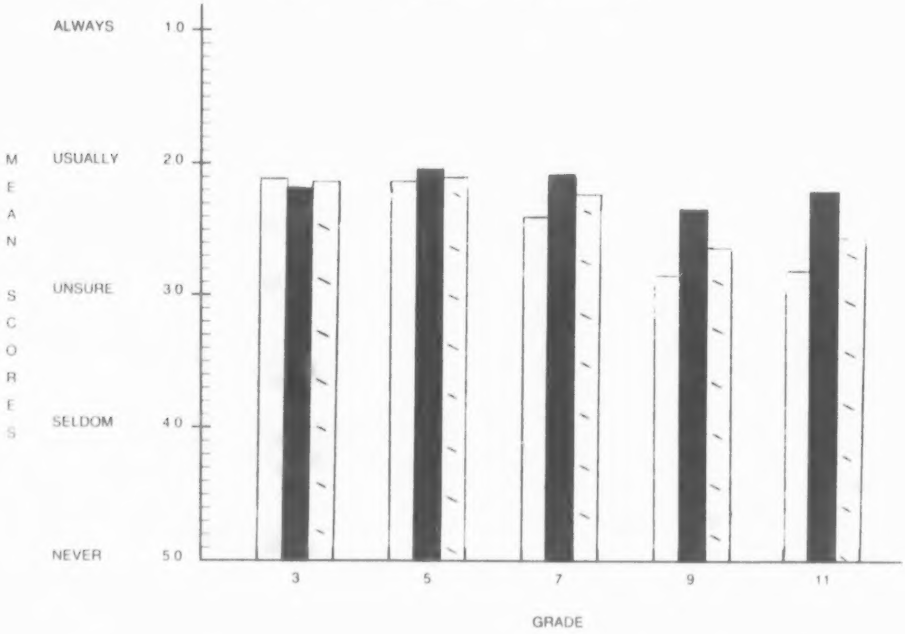
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.10	2.15	2.39	2.85	2.79	2.45
BLACK	2.16	2.04	2.07	2.33	2.18	2.14
OVERALL	2.13	2.10	2.24	2.63	2.55	2.31

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.05	2.15	2.40	2.84	2.80
BLACK RESIDENT	2.19	2.16	2.16	2.21	2.07
WHITE NON-RESIDENT	2.42	2.16	2.34	3.04	2.60
BLACK NON-RESIDENT	2.15	1.99	2.04	2.36	2.21

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 25.867, p < .001), grade (F = 29.764, p < .001) and the two-way interaction of race by grade (F = 5.833, p < .001). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels except grade three.

113. In my classrooms, I learn about the contributions of other races.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	240	56.2	213	60.9
5	268	64.1	262	67.5
7	265	57.6	251	64.5
9	177	41.8	164	52.2
11	156	41.5	127	51.2
TOTAL	1106	52.6	1017	60.2

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	204	54.8	58	60.4	36	65.5	155	61.0
5	228	64.2	68	69.4	40	63.5	194	66.9
7	236	56.5	52	64.2	29	69.0	199	64.6
9	167	42.2	29	51.8	10	37.0	135	52.3
11	146	40.6	25	54.3	10	62.5	102	50.5
TOTAL	981	51.6	232	61.5	125	61.6	785	59.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	262	56.0	191	61.8
5	296	65.3	234	66.3
7	288	57.7	228	65.1
9	196	43.4	145	50.9
11	171	43.1	112	51.4
TOTAL	1213	53.2	910	60.1

113. In my classroom, I learn about the contributions of other races.

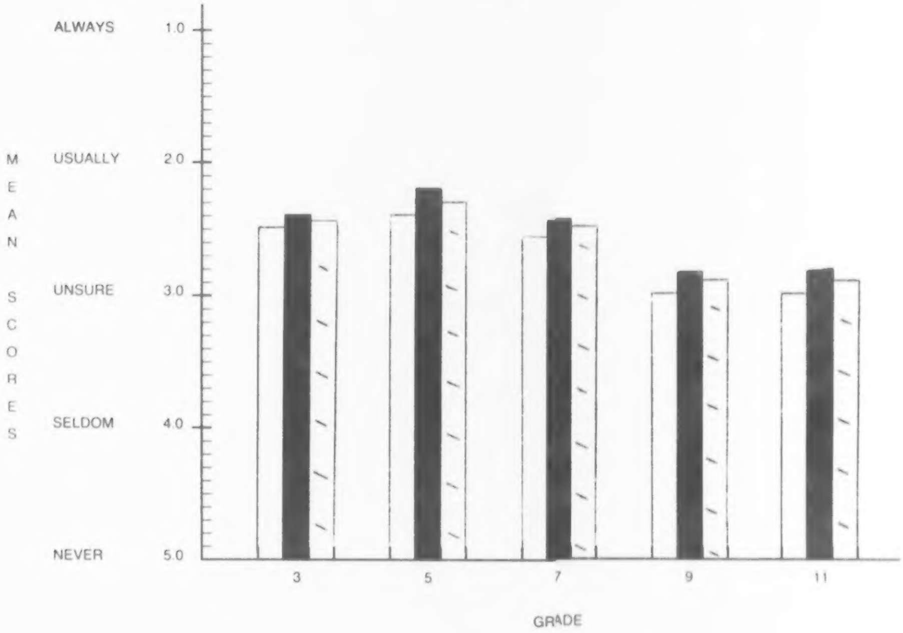
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.50	2.38	2.56	2.99	2.98	2.67
BLACK	2.38	2.21	2.43	2.83	2.82	2.50
OVERALL	2.45	2.30	2.50	2.93	2.92	2.60

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.50	2.40	2.58	2.98	3.01
BLACK RESIDENT	2.39	2.15	2.44	2.79	2.64
WHITE NON-RESIDENT	2.53	2.21	2.37	3.15	2.40
BLACK NON-RESIDENT	2.38	2.23	2.43	2.84	2.86

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 6.195, p < .05) and grade (F = 40.012, p < .001). The mean scores indicate a more positive attitude for the Black students. The mean scores do not indicate a trend for the grades.

114. I am taught about famous Black Americans.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	264	61.8	279	79.7
5	311	74.4	299	77.1
7	260	56.5	240	61.7
9	147	34.8	149	47.5
11	142	37.8	97	39.1
TOTAL	1124	53.4	1064	63.0

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	219	58.9	81	84.4	45	81.8	198	78.0
5	260	73.2	79	80.6	51	81.0	220	75.9
7	231	55.3	52	64.2	29	69.0	188	61.0
9	137	34.6	28	50.0	10	37.0	121	46.9
11	131	36.4	24	52.2	11	68.8	73	36.1
TOTAL	978	51.4	264	70.0	146	71.9	800	61.0

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	300	64.1	243	78.6
5	339	74.8	271	76.8
7	283	56.7	217	62.0
9	165	36.5	131	46.0
11	155	38.2	84	38.5
TOTAL	1242	54.5	946	62.4

114. I am taught about famous Black Americans.

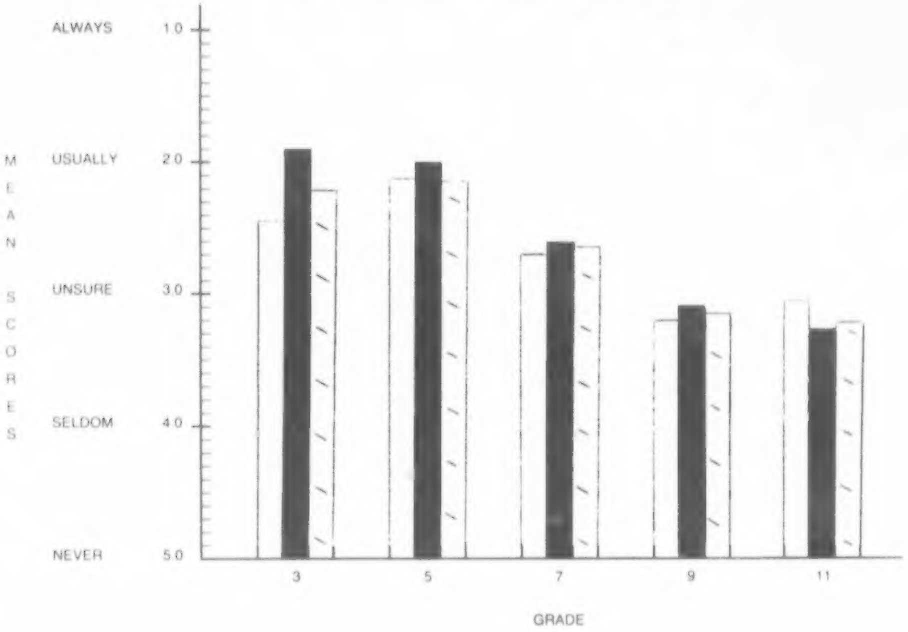
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.43	2.13	2.70	3.22	3.14	2.71
BLACK	1.90	2.01	2.59	3.08	3.25	2.50
OVERALL	2.19	2.07	2.65	3.16	3.19	2.62

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.49	2.19	2.74	3.23	3.17
BLACK RESIDENT	1.81	1.91	2.39	2.83	2.91
WHITE NON-RESIDENT	2.02	1.84	2.32	3.07	2.47
BLACK NON-RESIDENT	1.94	2.05	2.64	3.11	3.33

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 8.566, p < .01), grade (F = 124.329, p < .001) and the two-way interaction of race by grade (F = 2.403, p < .05). The mean scores indicate a more positive attitude for the Black students compared to the White students at all grade levels except grade eleven.

115. My teachers let me study things of interest to me.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	302	70.7	222	63.4
5	251	60.0	242	62.4
7	214	46.5	188	48.3
9	175	41.4	134	42.7
11	175	46.5	119	48.0
TOTAL	1117	53.1	905	53.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	266	71.5	64	66.7	36	65.5	158	62.2
5	220	62.0	65	66.3	31	49.2	177	61.0
7	193	46.2	38	46.9	21	50.0	150	48.7
9	160	40.4	21	37.5	15	55.6	113	43.8
11	168	46.7	23	50.0	7	43.8	96	47.5
TOTAL	1007	53.0	211	56.0	110	54.2	694	52.9

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	330	70.5	194	62.8
5	285	62.9	208	58.9
7	231	46.3	171	48.9
9	181	40.0	128	44.9
11	191	47.0	103	47.2
TOTAL	1218	53.5	804	53.1

115. My teachers let me study things of interest to me.

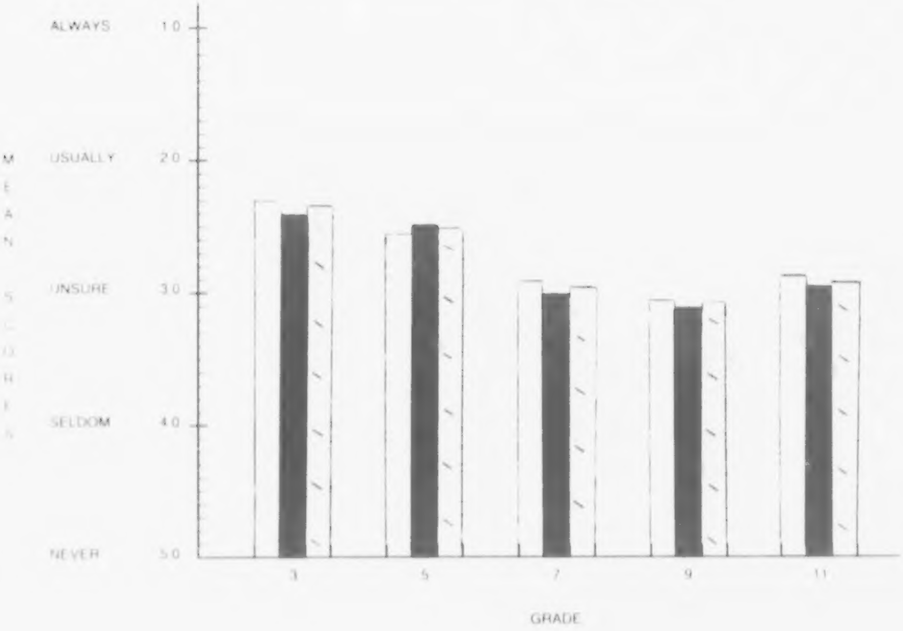
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.30	2.57	2.92	3.06	2.88	2.74
BLACK	2.42	2.45	2.99	3.08	2.94	2.76
OVERALL	2.36	2.51	2.95	3.07	2.90	2.75

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.27	2.55	2.94	3.08	2.86
BLACK RESIDENT	2.23	2.33	2.94	3.14	2.93
WHITE NON-RESIDENT	2.55	2.64	2.76	2.74	3.13
BLACK NON-RESIDENT	2.50	2.49	3.00	3.07	2.94

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 46.384, p < .001). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

116. I am interested in the school activities that are offered.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	381	89.2	284	81.1
5	353	84.4	323	83.2
7	364	79.1	298	76.6
9	272	64.3	211	67.2
11	259	68.9	161	64.9
TOTAL	1629	77.4	1277	75.6

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	331	89.1	75	78.1	50	90.9	209	82.3
5	306	86.2	78	79.6	47	74.6	245	84.5
7	333	79.7	62	76.5	31	73.8	236	76.6
9	258	65.2	35	62.5	14	51.9	176	68.2
11	248	68.9	34	73.9	11	68.8	127	62.9
TOTAL	1476	77.6	284	75.3	153	75.4	993	75.7

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	406	86.8	259	83.8
5	384	84.8	292	82.7
7	395	79.2	267	76.3
9	293	64.8	190	66.7
11	282	69.5	138	63.3
TOTAL	1760	77.3	1146	75.6

116. I am interested in the school activities that are offered.

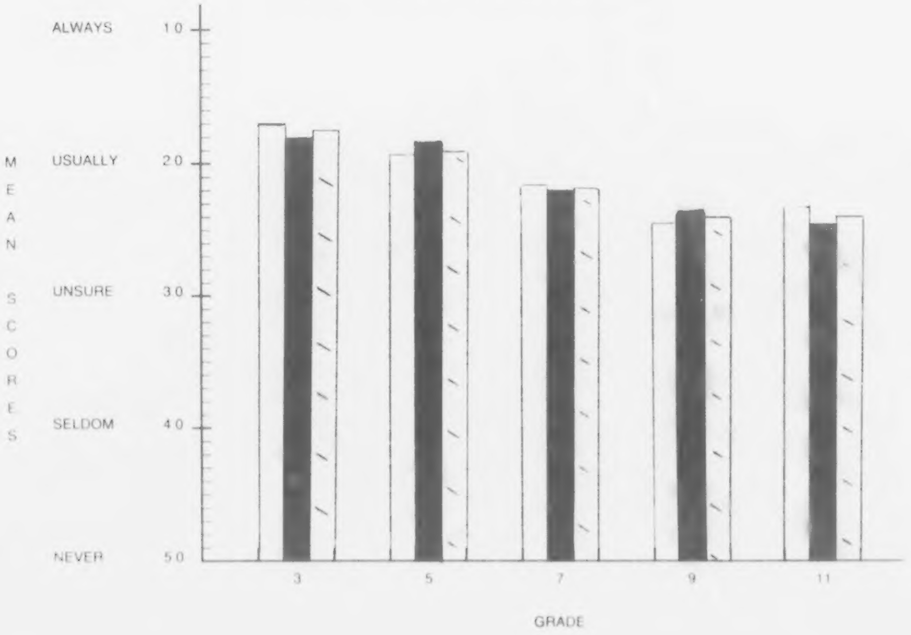
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.69	1.94	2.15	2.45	2.34	2.11
BLACK	1.81	1.83	2.17	2.37	2.47	2.10
OVERALL	1.75	1.89	2.16	2.42	2.39	2.10

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.70	1.91	2.14	2.43	2.34
BLACK RESIDENT	1.88	1.98	2.18	2.31	2.28
WHITE NON-RESIDENT	1.65	2.16	2.20	2.77	2.38
BLACK NON-RESIDENT	1.79	1.78	2.16	2.38	2.51

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 60.196, $p < .001$). In general, the mean scores indicate a less positive attitude among the students as the grade level increases.

117. Students have the chance to participate in multicultural experiences in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	291	68.1	236	67.4
5	259	62.0	260	67.0
7	285	62.0	253	65.0
9	231	54.6	168	53.5
11	162	43.1	115	46.4
TOTAL	1228	58.4	1032	61.1

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	251	67.5	66	68.8	40	72.7	170	66.9
5	222	62.5	61	62.2	37	58.7	199	68.6
7	258	61.7	53	65.4	27	64.3	200	64.9
9	216	54.5	29	51.8	15	55.6	139	53.9
11	156	43.3	25	54.3	6	37.5	90	44.6
TOTAL	1103	58.0	234	62.1	125	61.6	798	60.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	317	67.7	210	68.0
5	283	62.5	236	66.9
7	311	62.3	227	64.9
9	245	54.2	154	54.0
11	181	44.6	96	44.0
TOTAL	1337	58.7	923	60.9

117. Students have the chance to participate in multicultural experiences in my school.

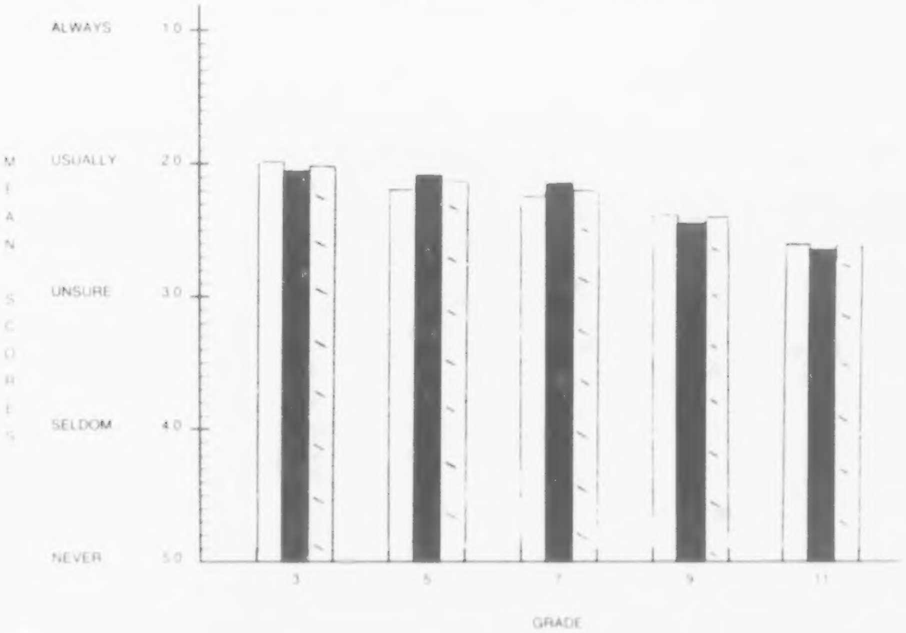
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	2.02	2.21	2.26	2.39	2.62	2.29
BLACK	2.06	2.11	2.16	2.42	2.67	2.25
OVERALL	2.04	2.16	2.21	2.40	2.64	2.27

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	2.02	2.20	2.27	2.39	2.61
BLACK RESIDENT	1.98	2.18	2.15	2.48	2.61
WHITE NON-RESIDENT	2.04	2.28	2.15	2.31	2.88
BLACK NON-RESIDENT	2.09	2.09	2.16	2.40	2.68

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = [illegible], p < .001). The mean scores indicate a less positive attitude among the students as the grade level increases.

118. I have the chance to participate in my classes.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	343	80.3	268	76.6
5	361	86.4	321	82.7
7	422	91.7	340	87.4
9	386	91.3	269	85.7
11	350	93.1	210	84.7
TOTAL	1862	88.5	1408	83.4

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	300	80.6	74	77.1	43	78.2	194	76.4
5	310	87.3	78	79.6	51	81.0	243	83.8
7	387	92.6	69	85.2	35	83.3	271	88.0
9	361	91.2	47	83.9	25	92.6	222	86.0
11	335	93.1	37	80.4	15	93.8	173	85.6
TOTAL	1693	89.1	305	80.9	169	83.3	1103	84.1

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	374	79.9	237	76.7
5	388	85.7	294	83.3
7	456	91.4	306	87.4
9	408	90.3	247	86.7
11	372	91.6	188	86.2
TOTAL	1998	87.7	1272	84.0

118. I have the chance to participate in my classes.

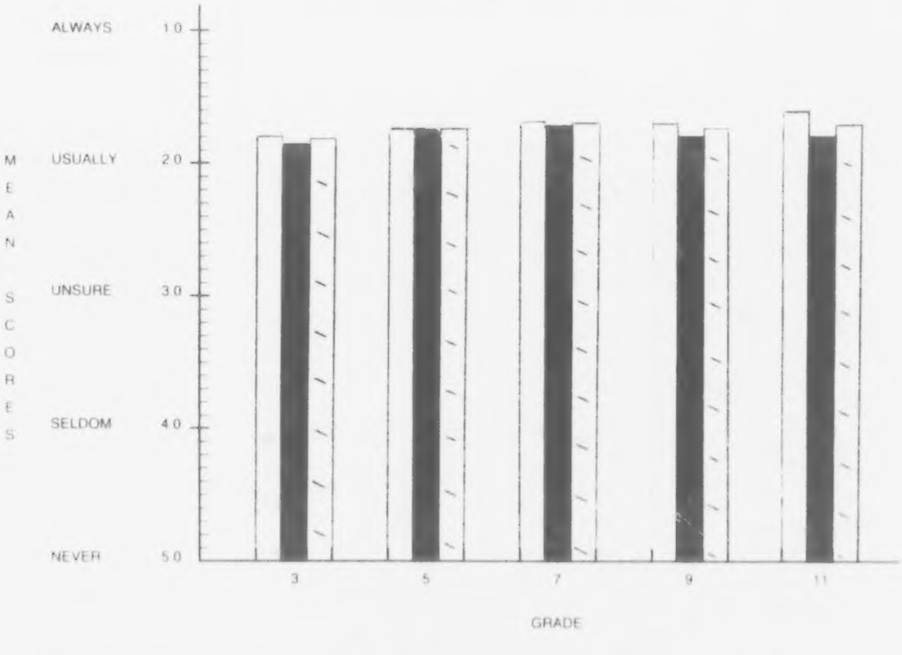
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	1.81	1.75	1.69	1.70	1.61	1.72
BLACK	1.87	1.76	1.71	1.79	1.82	1.79
OVERALL	1.84	1.75	1.70	1.74	1.70	1.75

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	1.80	1.74	1.68	1.70	1.61
BLACK RESIDENT	1.87	1.78	1.72	1.83	2.07
WHITE NON-RESIDENT	1.87	1.79	1.77	1.69	1.63
BLACK NON-RESIDENT	1.87	1.75	1.71	1.78	1.76

GRAPH: MEAN SCORES - RACE BY GRADE



A significant difference existed for the main effect of grade (F = 2.997, p < .05). In general, the mean scores indicate a more positive attitude among the students as the grade level increases.

119. There are enough Black people who work in my school.

NUMBER AND PERCENT WHO AGREE BY RACE AND GRADE

GRADE	WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT
3	149	34.9	99	28.3
5	134	32.1	104	26.8
7	195	42.4	114	29.3
9	169	40.0	72	22.9
11	140	37.2	46	18.5
TOTAL	787	37.4	435	25.8

NUMBER AND PERCENT WHO AGREE BY STATUS, RACE, AND GRADE

GRADE	RESIDENT				NON-RESIDENT			
	WHITE		BLACK		WHITE		BLACK	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
3	113	30.4	32	33.3	36	65.5	67	26.4
5	109	30.7	30	30.6	25	39.7	74	25.5
7	172	41.1	31	38.3	23	54.8	83	26.9
9	162	40.9	15	26.8	7	25.9	57	22.1
11	133	36.9	15	32.6	7	43.8	31	15.3
TOTAL	689	36.2	123	32.6	98	48.3	312	23.8

NUMBER AND PERCENT WHO AGREE BY STATUS AND GRADE

GRADE	RESIDENT		NON-RESIDENT	
	NUMBER	PERCENT	NUMBER	PERCENT
3	145	31.0	103	33.3
5	139	30.7	99	28.0
7	203	40.7	106	30.3
9	177	39.2	64	22.5
11	148	36.5	38	17.4
TOTAL	812	35.6	410	27.1

119. There are enough Black people who work in my school.

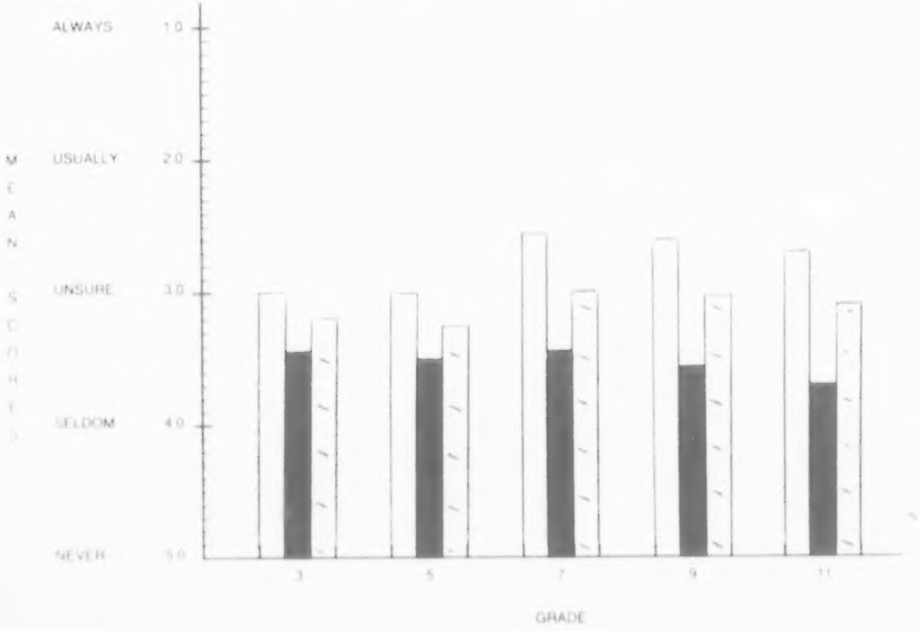
MEAN SCORES: RACE BY GRADE

RACE	GRADE					
	3	5	7	9	11	OVERALL
WHITE	3.00	3.01	2.55	2.62	2.71	2.78
BLACK	3.44	3.49	3.45	3.60	3.72	3.52
OVERALL	3.20	3.24	2.96	3.03	3.11	3.11

MEAN SCORES: RACE BY STATUS BY GRADE

RACE/STATUS	GRADE				
	3	5	7	9	11
WHITE RESIDENT	3.15	3.07	2.58	2.60	2.72
BLACK RESIDENT	3.02	3.34	3.08	3.22	3.07
WHITE NON-RESIDENT	2.04	2.64	2.27	2.85	2.50
BLACK NON-RESIDENT	3.60	3.54	3.55	3.68	3.87

GRAPH: MEAN SCORES - RACE BY GRADE



Significant differences existed for the main effects of race (F = 123.529, p < .001), grade (F = 5.737, p < .001) and the three-way interaction of race by status by grade (F = 4.226, p < .01). The mean scores indicate a less positive attitude between the Black students compared to the White students at all grade levels.

Data-Based Validation

Pilot Analyses

The Student Needs Assessment Instrument is a 119 item instrument developed for the purpose of assessing student inter-racial attitudes, attitudes toward schooling, and their perceptions of variables that impair or facilitate school learning. Items were drawn from various sources including the proposed Rand Corporation National Longitudinal Study, the Coopersmith Self Concept Inventory, the 1983 Marion County Student Needs Assessment study and other sources (see Section III-B). Student responses to each item in the instrument were recorded on a five point scale, where:

1 = Yes, always.
2 = Yes, usually.
3 = Unsure.
4 = No, usually.
5 = No, always.

A panel of educators and psychologists organized the items beforehand into a set of consensually content validated scales.

The 119 item instrument was initially field tested on a sample of 225 children in the South Bend, Indiana schools. Data were analyzed using subroutines of the Statistical Package for the Social Sciences (Nie, *et al.*, 1975), Version 9.0. Initially, scales were clustered as originally defined in the content validation process through which items were established. Once item-total statistics revealed which items contributed most and least to each scale, the scales were "fine-tuned" through repeated analyses. In selected cases, items that were dropped from one scale were shifted to a more relevant scale, giving the emerging structure. In this way scale reliabilities were maximized. In some instances, the final scale item-total correlations are somewhat low but the gain in scale reliability by the removal of the item was seen as marginal.

Of the original ten scales identified through content validation, nine remained after trial with the test sample. Those scales, their reliability estimates (alpha coefficients), item-total scale correlation coefficients, and estimates of reliability if specific items were to be deleted are presented as Tables 8 to 16. Scale characteristics and their definitions are described below. Definitions and labels are to some extent admittedly arbitrary, but, they offer a valid scheme through which common concepts may be used. When possible, original definitions drawn from earlier discussions were retained.

Scale 1, Inter-Racial Attitudes, remained largely as it was originally defined. It was defined as the degree to which students maintain a positive attitude toward school integration and inter-racial cooperation. Example items of this scale are:

> *It is a good idea for people of different races to be around each other.
>
> *Black students and White students attending the same school is a good idea.

The resultant scale consisted of twelve items (M = 2.16, SD = 0.68). The reliability estimate for the Inter-/Racial Attitudes Scale derived from the original test sample was 9.832. The items, their item-total correlation coefficients and reliability data for the test data are presented in Table 8.

Scale 2, Attitudes Toward School and Learning, also remained largely as it was originally defined. It was defined as the degree to which students maintain a positive attitude toward attending their school; the degree to which they see their school as a pleasant place to learn. Example items of this scale are:

*I like to attend school.

*School is fun.

The resultant scale consisted of twelve items (M = 1.96, SD = 0.56). The reliability estimate for the Attitudes Toward School and Learning Scale derived from the original test sample was 0.807. The items, their item-total correlation coefficients and reliability data are presented in Table 9.

Scale 3, Staff-Student Interaction also remained largely as it was originally defined. It was defined as the degree to which students perceive teachers and staff as supportive and friendly. Example items of this scale are:

*My teachers want me here.

*My teachers make me feel good about myself.

The resultant scale consisted of eleven items (M = 2.12, SD = 0.63). The reliability estimate for the Staff-Student Interaction Scale derived from the original test sample was 0.831. The items, their item-total correlation coefficients and reliability data are presented in Table 10.

Scale 4, Student-Student Interaction also remained largely as it was originally defined. It was defined as the degree to which students perceive other students in the school as supportive and friendly. Example items of this scale are:

*Other students help me feel good about myself.

*Other students treat me like everybody else.

The resultant scale consisted of five items (M = 2.14, SD = 0.67). The reliability estimate for the Student-Student Interaction Scale derived from the original test sample was 0.695. The items, their item-total correlation coefficients and reliability data are presented in Table 11.

Scale 5, Classroom Incentives and Structures was substantially reconstituted. It was defined as the degree to which students see their classrooms as places where learning and achievement are encouraged and facilitated. Example items of this scale are:

*I like what I am learning in school.

*Rules in my school are fair.

The resultant scale consisted of eight items (M = 2.05, SD = 0.56). The reliability estimate for the Classroom Incentives and Structure Scale derived from the original test sample was 0.724. The items, their item-total correlation coefficients and reliability data are presented in Table 12.

Scale 6, Parent Involvement remained largely as it was originally defined. It was defined as the degree to which students see their parents as active, involved members of the school community. Example items of that scale are:

*My parents like to visit my school.

*My parents help me with my homework.

The resultant scale consisted of nine items (M = 2.33, SD = 0.62). The reliability estimate for the Parent Involvement Scale derived from the original test sample was 0.675. The items, their item-total correlation coefficients and reliability data are presented in Table 13..

Scale 7, Proximity remained largely as it was originally defined. It was defined as the degree to which students see the distance from home to school as an impediment to learning and participation in school activities. Example items of that scale are:

*The distance traveled to school affects my taking part in school activities.

*The distance traveled to school makes school hard for me.

Item direction on this scale was reversed from other scales. That is, a high value rather than a low value reflects a positive response. The resultant scale consisted of five items (M = 3.82, SD = 0.86). The reliability estimate for the Proximity Scale derived from the original test sample was 0.695. The items, their item-total correlation coefficients and reliability data are presented in Table 14.

Scale 8, School Self-Concept. was created out of two originally defined scales, Self Concept/Self Esteem, and Academic Self Esteem. It was defined as the degree to which a student feels good about him/herself, especially in relation to school. Example items of that scale are:

*I feel good about myself.

*I am proud of my schoolwork.

The resultant scale consisted of 8 items (M = 1.75, SD = 0.58). The reliability estimate for the School Self Concept Scale from the test sample was 0.771. The items and appropriate statistics are presented in Table 15.

Scale 9, Multicultural Education remained largely as it was originally defined. It was defined as the degree to which students report having educational experiences which increase their understanding of the contributions by people of other cultures and races. Example items of that scale are:

> *In my classrooms, I learn about the contributions of other races.
>
> *I am taught about famous Black Americans.

The resultant scale consisted of five items (M = 2.49, SD = 0.81). The reliability estimate for the Multicultural Education Scale derived from the original test sample was 0.715. The items, their item-total correlation coefficients and reliability data are presented in Table 16.

TABLE 8

Preliminary Test Data Set (N = 225)
INTER-RACIAL ATTITUDES SCALE
(Cronbach Alpha = .832)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. It is a good idea for people of different races to be around each other.	.660	.808
2. I associate with Black students and White students in the halls.	.532	.817
3. I like to have friends of a different race.	.605	.812
4. My friends would approve if I went home with a friend of a different race.	.342	.833
5. Black students and White students attending the same school is a good idea.	.690	.802
6. I have friends of a different race.	.472	.822
7. I would like to live in a neighborhood that has both White families and Black families.	.616	.808
8. My parents favor Black students and White students going to the same school.	.389	.827
9. This year Black students and White students are getting along better in my school.	.529	.816
10. The teachers in my school approve of Black students and White students attending school together.	.317	.832
11. Students in my school want Black students and White students here.	.430	.824
12. I have helped students of a different race with their schoolwork.	.410	.829

TABLE 9

Preliminary Test Data Set (N = 225)
ATTITUDES TOWARD SCHOOL AND LEARNING SCALE
(Cronbach Alpha = .807)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. I like to attend school.	.609	.777
2. I want to attend this school district.	.310	.808
3. School is fun.	.579	.779
4. I have enough time to finish my homework.	.491	.789
5. I feel proud of my school.	.553	.783
6. I want to be involved in school activities.	.357	.801
7. I learn a lot at school.	.578	.784
8. I think what I am learning will help me.	.526	.789
9. I have enough time to finish my schoolwork.	.472	.791
10. I understand what I am supposed to do in class.	.296	.805
11. I like to learn new things in school.	.310	.804
12. My school provides help for students who are having trouble with their schoolwork.	.409	.797

TABLE 10

Preliminary Test Data Set (N = 225)
STAFF-STUDENT INTERACTION SCALE
(Cronbach Alpha = .831)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. The people who work in my school are friendly to students.	.478	.820
2. The teachers explain to me how to do my schoolwork.	.430	.823
3. If I make a bad grade, the teachers tell me why.	.486	.819
4. If I have a problem, I can go see my teachers.	.529	.815
5. My teachers want me here.	.514	.816
6. My teachers understand me.	.635	.806
7. My teachers treat Black students and White students the same.	.348	.830
8. My teachers make me feel important.	.587	.809
9. My teachers make me feel good about myself.	.721	.796
10. If I need special help, there is someone at school who will help me.	.324	.836
11. My teachers like me.	.546	.813

TABLE 11

Preliminary Test Data Set (N = 225)
STUDENT-STUDENT INTERACTION SCALE
(Cronbach Alpha = .695)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. It is easy to make new friends at my school.	.445	.649
2. I have friends at my school.	.343	.693
3. Other students help me feel good about myself.	.549	.602
4. Other students treat me like everybody else.	.488	.629
5. Students in my school have respect for other students.	.469	.639

TABLE 12

Preliminary Test Data Set (N = 225)
CLASSROOM INCENTIVES AND STRUCTURE SCALE
(Cronbach Alpha = .724)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. Rules in my school are fair.	.476	.684
2. It is important to follow rules in my school.	.377	.704
3. I should cooperate with my teachers.	.353	.709
4. My teachers treat all students fairly.	.466	.685
5. I understand what I am supposed to do in class.	.295	.717
6. I like what I am learning in school.	.579	.666
7. My teachers let me study things of interest to me.	.465	.686
8. I am interested in school activities that are offered.	.343	.711

TABLE 13

Preliminary Test Data Set (N = 225)
PARENT INVOLVEMENT SCALE
(Cronbach Alpha = .675)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. My parents come to parent/teacher meetings.	.346	.652
2. My parents have talked to some of my teachers.	.355	.647
3. My parents and I talk about school.	.270	.664
4. My parents help me with my homework.	.469	.619
5. My parents are happy with my grades.	.310	.656
6. My parents encourage me to finish my homework.	.171	.678
7. My parents help decide what happens in my school.	.392	.639
8. My parents like to visit my school.	.539	.605
9. My parents favor Black students and White students going to the same school.	.272	.664

TABLE 14

Preliminary Test Data Set (N = 225)
PROXIMITY SCALE
(Cronbach Alpha = .695)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. The distance traveled to school affects my taking part in school activities.	.500	.624
2. My school is too far away for my parents to visit.	.438	.651
3. My school is too far from my home.	.440	.653
4. I get home late from school.	.343	.691
5. The distance traveled to school makes school hard for me.	.556	.605

TABLE 15

Preliminary Test Data Set (N = 225)
SCHOOL SELF-CONCEPT SCALE
(Cronbach Alpha = .770)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. I feel good about myself.	.521	.740
2. I think I am important.	.473	.747
3. My parents and I have a lot of fun together.	.517	.738
4. My parents understand me.	.572	.728
5. I expect to pass all my classes.	.321	.769
6. I am proud of my schoolwork.	.553	.733
7. I am doing the best schoolwork that I can.	.416	.758
8. I like to be called on in class.	.421	.757

TABLE 16

Preliminary Test Data Set (N = 225)
MULTICULTURAL EDUCATION SCALE
(Cronbach Alpha = .715)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. I have studied about the contributions of other races.	.514	.650
2. My school makes me feel proud of my heritage.	.391	.698
3. I want to learn about other races.	.467	.670
4. In my classrooms, I learn about the contributions of other races.	.528	.647
5. I am taught about famous Black Americans.	.471	.669

Confirmatory Analyses

On the basis of feedback from teachers and staff at the South Bend Schools, selected items were subjected to minor word changes and a "script" was provided for test administrators to clarify any ambiguities that were to remain for the children in the lower grades. Also, the 5-point scale was deemed somewhat confusing and was altered so that (1) = ALWAYS; (2) = USUALLY; (3) = UNSURE; (4) = SELDOM; (5) = NEVER The final Student Needs Assessment Instrument and the "script" are included as appendices A and B.

Once the scales were maximized for internal consistency using the test sample data, the same scales were then subjected to confirmatory reliability tests on the targeted sample of children from the Indianapolis and six Marion County, Indiana School Corporations (N = 4082). Since missing data differentially affects item-total correlations, only cases in which all items were answered were used in the analysis. Complete data for the confirmatory scale analysis were available on 3161 children. The results of the second set of analyses were then juxtaposed with the results of the test sample data. The data from the targeted sample co-validate the initial analyses. Further, as a result of a substantially larger sample in the targeted sample, the reliabilities of some of the scales actually increased slightly. Tables 17 through 25 provides parallel statistical data to the scale statistics reported for the data from the preliminary test site (see Tables 8 through 16). Table 26 provides scale reliabilities for both the test and confirmatory samples. Summary scale data including means, standard deviations, standard errors of means, and skew are reproduced as Table 27.

All subjects in the study were then assigned scale-scores on each of the nine scales. The scale-score was a mean of the sum of the individual items. When data were missing on individual items the mean of the validated scale was inserted for the missing value. Without that adjustment, computation of scale scores would treat missing values as 0.0. The alternatives of computing a remaining item values, excluding missing responses or assigning a value of "3" to missing responses, were seen as unsatisfactory.

No attempt was made in the establishment of the scales to assure statistical orthogonality (independence.) The scales are, however, mutally independent. Hence, the scales show some degree of inter-correlation. The inter-correlation matrix for the nine scales is presented as Table 28.

TABLE 17

Confirmatory Data Set (N = 3161)
INTER-RACIAL ATTITUDES SCALE
(Cronbach Alpha = .845)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. It is a good idea for people of different races to be around each other.	.659	.824
2. I associate with Black students and White students in the halls.	.447	.838
3. I like to have friends of a different race.	.565	.830
4. My friends would approve if I went home with a friend of a different race.	.424	.841
5. Black students and White students attending the same school is a good idea.	.704	.818
6. I have friends of a different race.	.570	.830
7. I would like to live in a neighborhood that has both White families and Black families.	.605	.826
8. My parents favor Black students and White students going to the same school.	.417	.840
9. This year Black students and White students are getting along better in my school.	.491	.835
10. The teachers in my school approve of Black students and White students attending school together.	.407	.840
11. Students in my school want Black students and White students here.	.499	.834
12. I have helped students of a different race with their schoolwork.	.411	.843

TABLE 18

Confirmatory Data Set (N = 3161)
ATTITUDES TOWARD SCHOOL AND LEARNING SCALE
(Cronbach Alpha = .803)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. I like to attend school.	.584	.774
2. I want to attend this school district.	.432	.792
3. School is fun.	.561	.776
4. I have enough time to finish my homework.	.366	.797
5. I feel proud of my school.	.590	.774
6. I want to be involved in school activities.	.308	.801
7. I learn a lot at school.	.545	.782
8. I think what I am learning will help me.	.543	.783
9. I have enough time to finish my schoolwork.	.399	.793
10. I understand what I am supposed to do in class.	.326	.798
11. I like to learn new things in school.	.412	.793
12. My school provides help for students who are having trouble with their schoolwork.	.387	.794

TABLE 19

Confirmatory Data Set (N = 3161)
STAFF-STUDENT INTERACTION SCALE
(Cronbach Alpha = .854)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. The people who work in my school are friendly to students.	.508	.844
2. The teachers explain to me how to do my schoolwork.	.493	.846
3. If I make a bad grade, the teachers tell me why.	.387	.855
4. If I have a problem, I can go see my teachers.	.594	.837
5. My teachers want me here.	.539	.842
6. My teachers understand me.	.625	.836
7. My teachers treat Black students and White students the same.	.455	.849
8. My teachers make me feel important.	.635	.834
9. My teachers make me feel good about myself.	.680	.830
10. If I need special help, there is someone at school who will help me.	.484	.846
11. My teachers like me.	.612	.836

TABLE 20

Confirmatory Data Set (N = 3161)
STUDENT-STUDENT INTERACTION SCALE
(Cronbach Alpha = .682)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. It is easy to make new friends at my school.	.462	.619
2. I have friends at my school.	.393	.662
3. Other students help me feel good about myself.	.501	.601
4. Other students treat me like everybody else.	.440	.631
5. Students in my school have respect for other students.	.431	.635

TABLE 21

Confirmatory Data Set (N = 3161)
CLASSROOM INCENTIVES AND STRUCTURE SCALE
(Cronbach Alpha = .735)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. Rules in my school are fair.	.509	.690
2. It is important to follow rules in my school.	.407	.714
3. I should cooperate with my teachers.	.491	.700
4. My teachers treat all students fairly.	.487	.696
5. I understand what I am supposed to do in class.	.245	.730
6. I like what I am learning in school.	.539	.688
7. My teachers let me study things of interest to me.	.439	.709
8. I am interested in school activities that are offered.	.312	.732

TABLE 22

Confirmatory Data Set (N = 3161)
PARENT INVOLVEMENT SCALE
(Cronbach Alpha = .707)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. My parents come to parent/teacher meetings.	.485	.660
2. My parents have talked to some of my teachers.	.478	.661
3. My parents and I talk about school.	.398	.680
4. My parents help me with my homework.	.404	.678
5. My parents are happy with my grades.	.254	.703
6. My parents encourage me to finish my homework.	.317	.694
7. My parents help decide what happens in my school.	.365	.686
8. My parents like to visit my school.	.541	.657
9. My parents favor Black students and White students going to the same school.	.184	.717

TABLE 23

Confirmatory Data Set (N = 3161)
PROXIMITY SCALE
(Cronbach Alpha = .746)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. The distance traveled to school affects my taking part in school activities.	.522	.697
2. My school is too far away for my parents to visit.	.625	.656
3. My school is too far from my home.	.636	.649
4. I get home late from school.	.249	.784
5. The distance traveled to school makes school hard for me.	.548	.692

TABLE 24

Confirmatory Data Set (N = 3161)
SCHOOL SELF-CONCEPT SCALE
(Cronbach Alpha = .711)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. I feel good about myself.	.493	.667
2. I think I am important.	.364	.690
3. My parents and I have a lot of fun together.	.429	.676
4. My parents understand me.	.449	.672
5. I expect to pass all my classes.	.353	.692
6. I am proud of my schoolwork.	.509	.659
7. I am doing the best schoolwork that I can.	.371	.689
8. I like to be called on in class.	.302	.713

TABLE 25

Confirmatory Data Set (N = 3161)
MULTICULTURAL EDUCATION SCALE
(Cronbach Alpha = .694)

ITEM STEM	CORRECTED ITEM-TOTAL CORREL.	ALPHA IF DELETED
1. I have studied about the contributions of other races.	.406	.663
2. My school makes me feel proud of my heritage.	.367	.677
3. I want to learn about other races.	.444	.646
4. In my classrooms, I learn about the contributions of other races.	.550	.601
5. I am taught about famous Black Americans.	.484	.628

TABLE 26

CRONBACH ALPHA COEFFICIENTS FOR MAXIMIZED AND VERIFICATION SAMPLES

SCALES	NUMBER OF ITEMS	MAXIMIZATION SET (N=225)	VERIFICATION SET (N=3161)	TENTATIVE LABEL
1	12	.832	.845	Inter-Racial Attitudes
2	12	.807	.803	Attitudes Toward School and Learning
3	11	.831	.854	Staff-Student Interaction
4	5	.695	.682	Student-Student Interaction
5	8	.724	.735	Classroom Incentives and Structure
6	9	.675	.707	Parent Involvement
7	5	.695	.746	Proximity
8	8	.770	.711	School Self-Concept
9	5	.715	.694	Multicultural Education

TABLE 27

DESCRIPTIVE STATISTICS ON DESEGREGATION INSTRUMENT SUBSCALES

SCALE	MEAN	STANDARD DEVIATION	STANDARD ERROR	SKEW
1. Inter-Racial Attitudes	2.183	0.694	0.011	+0.790
2. Attitudes Toward School and Learning	1.954	0.583	0.009	+0.861
3. Staff-Student Interaction	2.106	0.694	0.011	+0.760
4. Student-Student Interaction	2.162	0.711	0.011	+0.906
5. Classroom Incentives and Structure	1.990	0.590	0.009	+0.764
6. Parent Involvement	2.437	0.664	0.011	+0.414
7. Proximity	3.777	1.028	0.017	-0.655
8. School Self-Concept	1.910	0.583	0.009	+0.978
9. Multicultural Education	2.537	0.839	0.013	+0.331

TABLE 28
INTERCORRELATION MATRIX OF DESEGREGATION
INSTRUMENT SUBSCALES* (N=4082)

	Racial	School	Staff	Stu	Struc	Parnt	Prox	Self	Mcul
Inter-Racial Attitudes	--	.0453	0.474	0.413	0.472	0.336	0.004	0.323	0.532
Attitudes toward School and Learning		--	0.708	0.505	0.762	0.474	-0.212	0.558	0.483
Staff-Student Interaction			--	0.510	0.746	0.477	-0.168	0.525	0.503
Student-Student Interaction				--	0.478	0.318	-0.143	0.399	0.363
Classroom Incentives and Structure					--	0.473	-0.176	0.522	0.519
Parent Involvement						--	-0.082	0.523	0.458
Proximity							--	-0.059	0.023
School Self-Concept								--	0.370
Multicultural Education									--

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*With the exceptionally large number of degrees of freedom, a correlation coefficient of +/- 0.05 is statistically significant at the .01 level

SCALE ANALYSES

Mean Inter-Racial Attitudes
by Race and Residency Status

	Non-Resident	Resident	Overall
Black	2.05	1.94	2.03
White	2.23	2.34	2.33
Overall	2.07	2.27	2.19

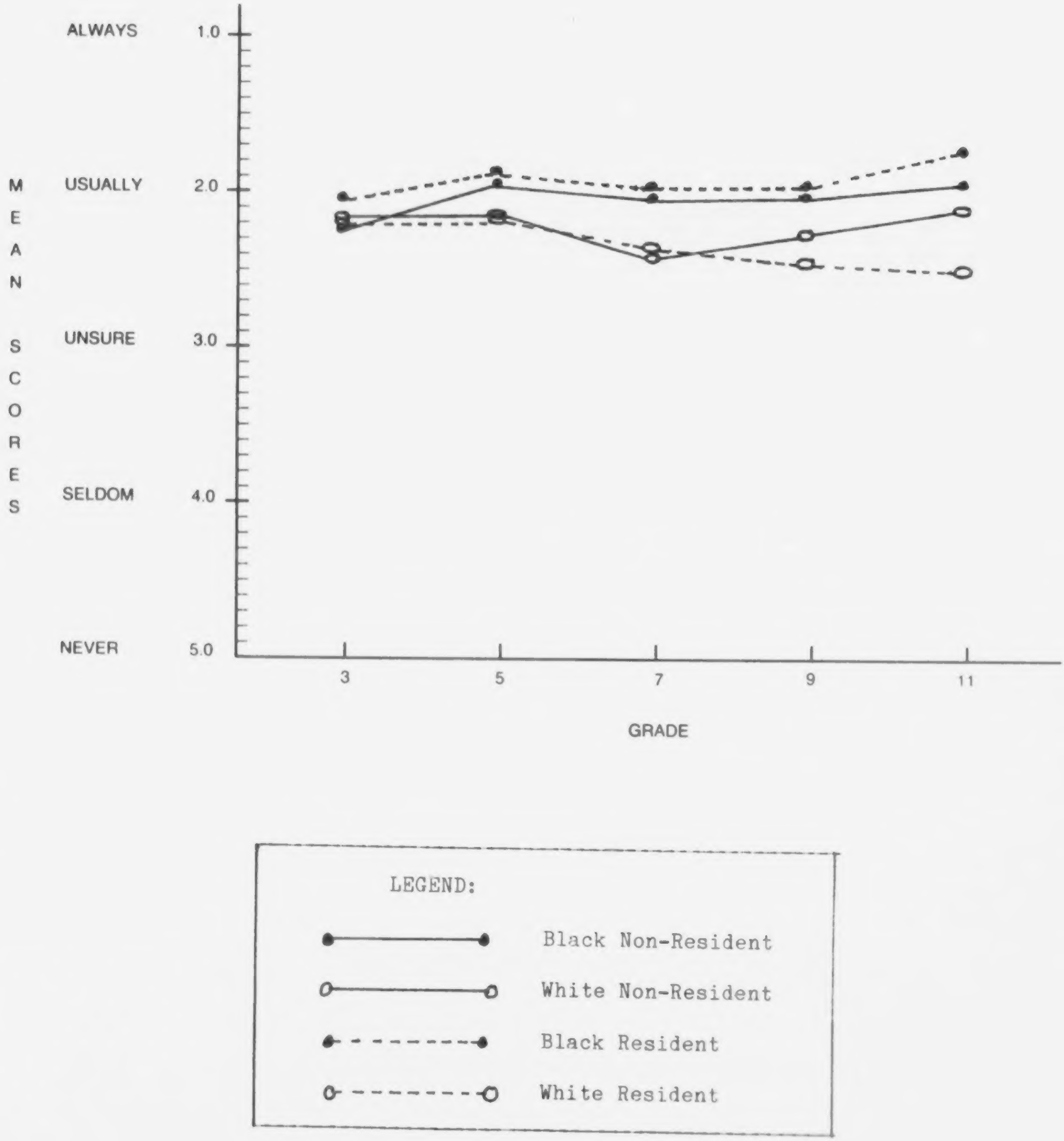
The Inter-Racial Attitudes scale was defined as the degree to which students maintain a positive attitude towards school integration and inter-racial cooperation. Some other studies have found a decline in positive attitudes over grades.

The overall mean value of student scale scores for the Inter-Racial Attitudes Scale was in a positive direction. There were, however, indications that Black students (M=2.03) were more likely to retain positive inter-racial attitudes than White students (M=2.33). Statistically, no difference in mean inter-racial attitudes was found between resident students (those not transported for desegregation) and non-resident students (those who were transported for desegregation). (Analysis of Variance summary tables for scale analyses are included as Appendix D).

The data also show a decrease in positive inter-racial attitudes from the elementary through the secondary levels. Further, it appears that the change over grade levels is due to a tendency among White students for positive inter-racial attitudes to become more neutral. This is readily seen in Figure 2 which shows the mean inter-racial attitudes for each of the four targeted groups across the grade levels.

FIGURE 2

INTER-RACIAL ATTITUDES SCALE



Mean Attitudes Toward School and Learning by Race and Residency Status

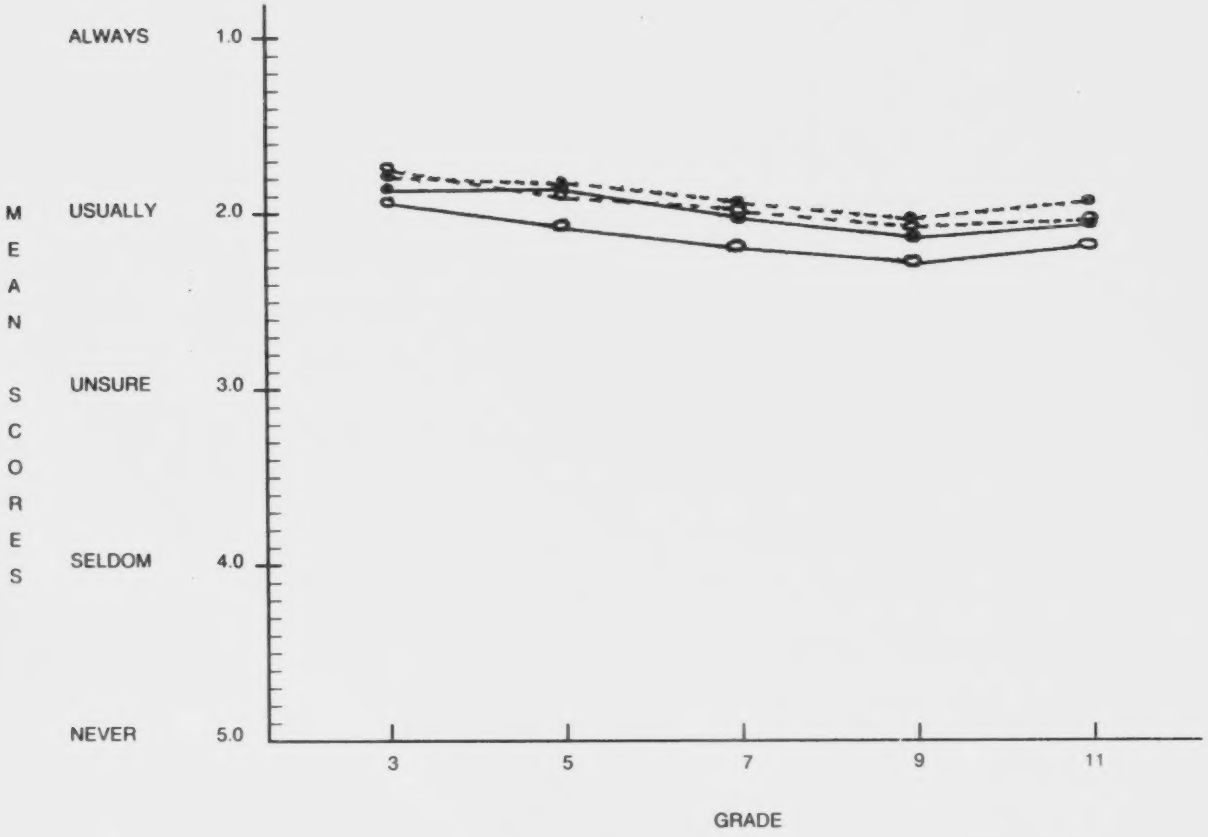
	Non-Resident	Resident	Overall
Black	1.98	1.88	1.96
White	2.09	1.94	1.95
Overall	1.99	1.93	1.92

The Attitudes Toward School and Learning scale has been defined as the degree to which students maintain a positive attitude towards attending their school; the degree to which they see their school as a pleasant place to learn.

Overall, students in the Indianapolis and Marion County schools maintain a positive attitude towards schools and learning. In the case of this scale no differences in attitude were found between Black students and White students, however, non-resident students appear to have somewhat less positive attitudes than their resident peers. Again, as with the previous scale there was a tendency for attitudes to be less positive as young people progressed through school. The pattern of attitudes towards school and learning for the four targeted groups across the five grade levels is displayed in Figure 3.

FIGURE 3

ATTITUDES TOWARD SCHOOL & LEARNING



LEGEND:

●———● Black Non-Resident

○———○ White Non-Resident

●- - - -● Black Resident

○- - - -○ White Resident

Mean Staff-Student Interaction Ratings
by Race and Residency Status

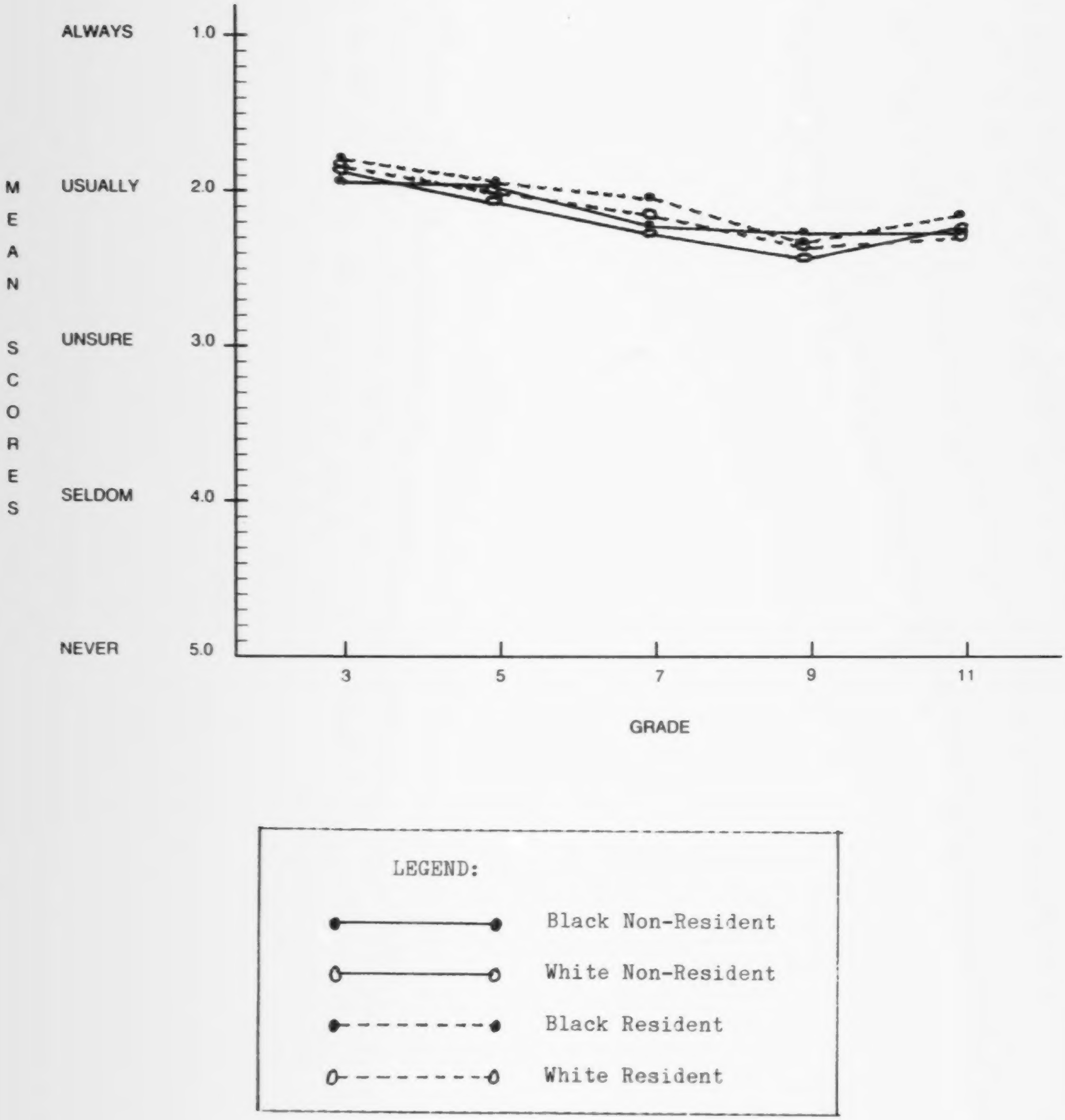
	Non-Resident	Resident	Overall
Black	2.13	2.02	2.11
White	2.13	2.11	2.11
Overall	2.13	2.10	2.11

The Staff-Student Interaction scale was defined as the degree to which students perceive teachers and staff as supportive and friendly.

Like the previous two scales, the students maintain an overall positive reaction to staff-student interaction. Where differences are found among the four target groups, they seem to lie in the tendency for Black resident students to be more positive than any of the other three groups. There were less positive attitudes toward staff-student interactions among high school than elementary level students. While minor variations in the pattern of the four groups across grade levels may be seen in Figure 4, they were not statistically noteworthy.

FIGURE 4

STAFF-STUDENT INTERACTION SCALE



Mean Student-Student Interaction Ratings

by Race and Residency Status

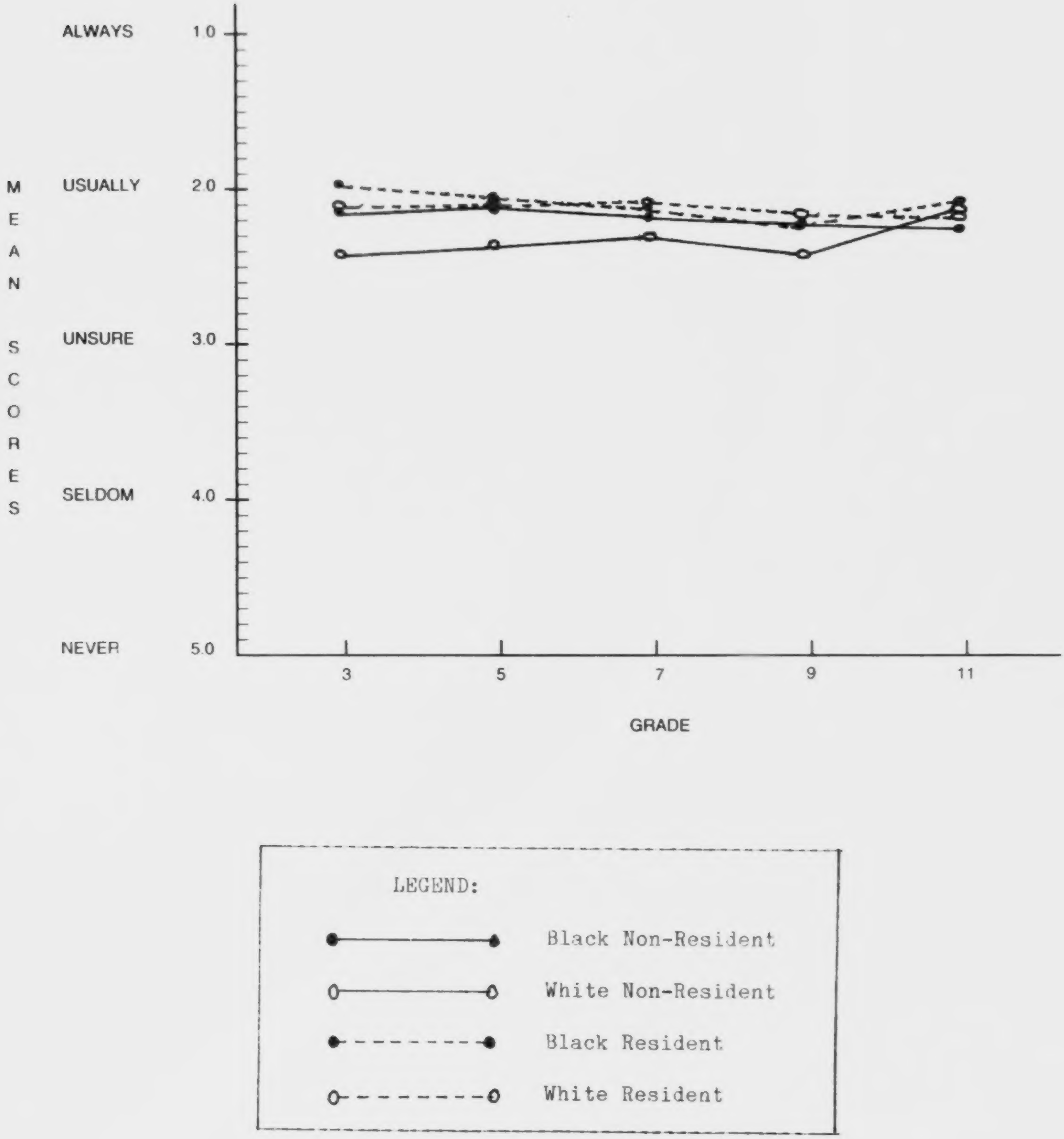
	Non-Resident	Resident	Overall
Black	2.20	2.10	2.18
White	2.36	2.14	2.16
Overall	2.22	2.13	2.17

The Student-Student Interaction scale was defined as the degree to which students perceive other students in the school as supportive and friendly.

There were significantly different perceptions of the quality of student-student interactions. Non-resident students, transported into a different school district or in the case of IPS schools into a school more removed from their neighborhood had more negative feelings than those students who were residents of the district. Further, the least positive attitudes seem most pronounced among White students who were transported for purposes of desegregation although feelings of exclusion appear in Black non-resident students also. No trend in change of attitude across grades was seen. That is, non-resident students felt equally isolated in early and later school years.

FIGURE 5

STUDENT-STUDENT INTERACTION SCALE



Mean Classroom Incentives and Structure
Ratings by Race and Residency Status

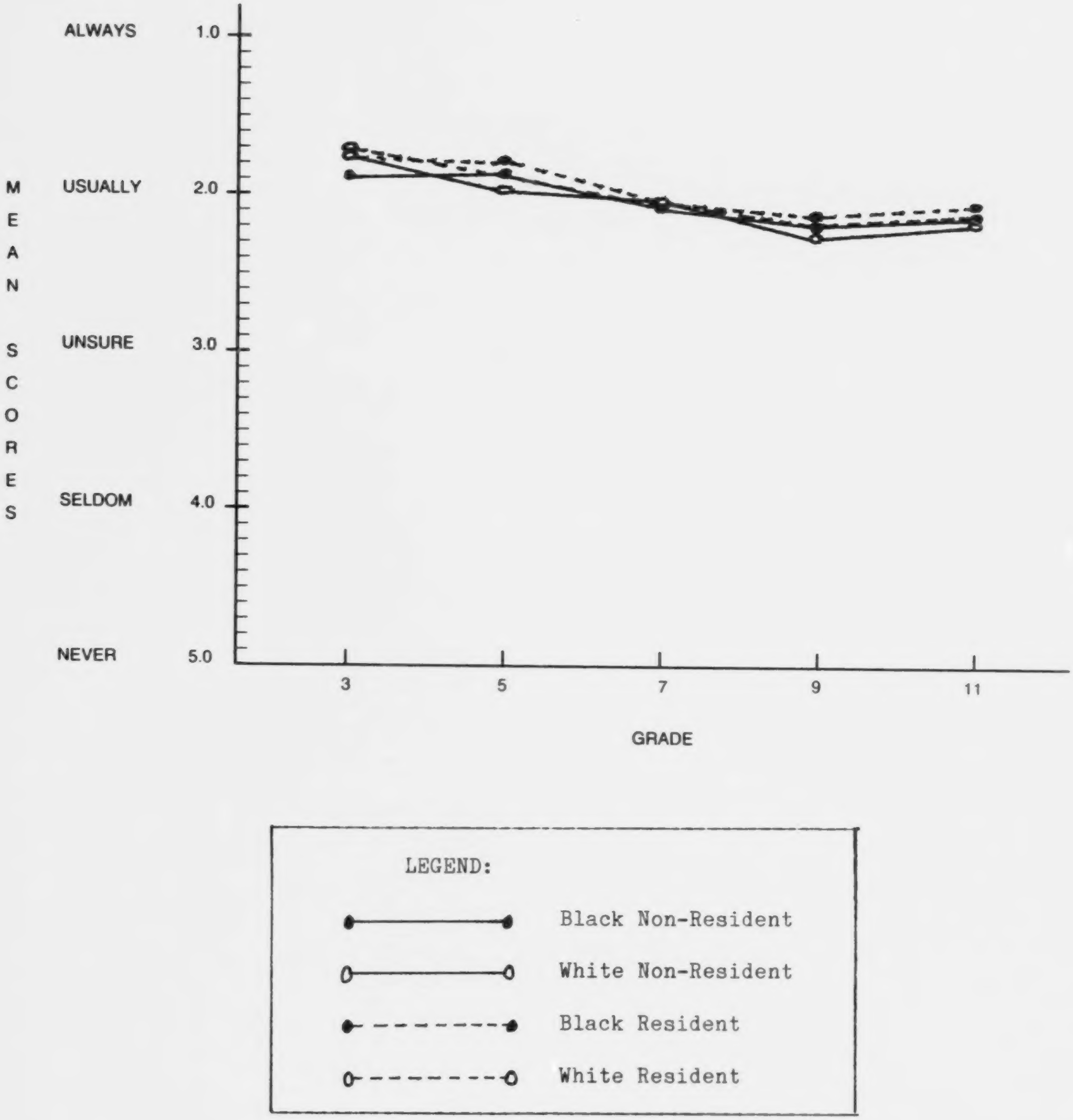
	Non-Resident	Resident	Overall
Black	2.03	1.93	2.01
White	1.99	1.98	1.98
Overall	2.02	1.97	1.99

The Classroom Incentives and Structure scale measured the degree to which students see their classrooms as places where learning and achievement are encouraged and facilitated. As such it may also be seen as an assessment of students' view on classroom management patterns.

Ratings of classroom incentives and structure were overall positive. There were marginal differences in perceptions between resident and non-resident students and no differences by race. As with earlier scales there was a trend toward less positive attitudes as the students progressed from earlier to later grades. The pattern of perceptions of Classroom Incentives and Structure for the four groups across the five grades is seen in Figure 6.

FIGURE 6

CLASSROOM INCENTIVES AND STRUCTURE SCALE



Mean Perceived Parent Involvement
by Race and Residency Status

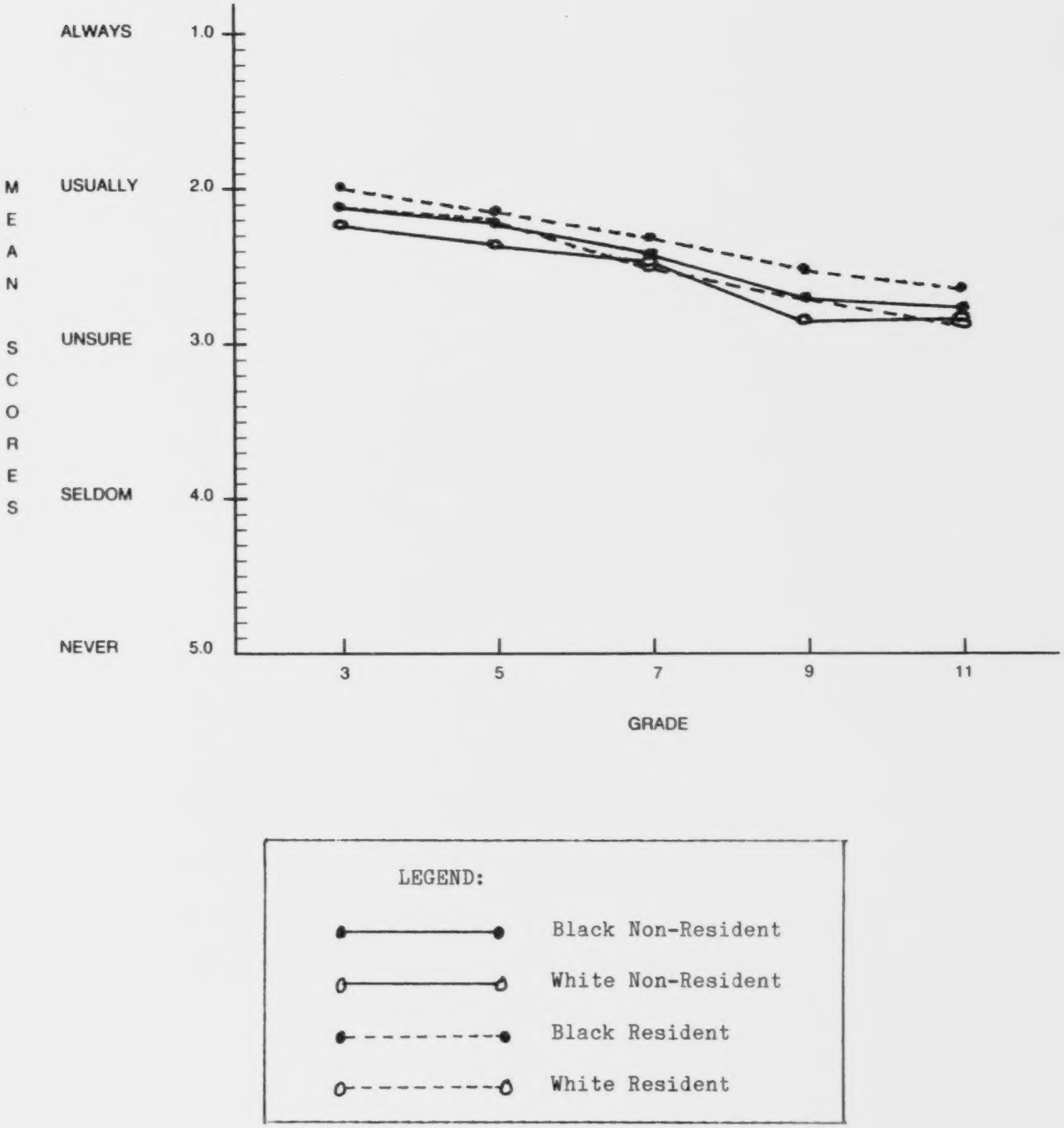
	Non-Resident	Resident	Overall
Black	2.43	2.27	2.39
White	2.45	2.47	2.47
Overall	2.43	2.44	2.44

The Parent Involvement scale was defined as the degree to which students see their parents as active, involved members of the school community. Traditionally, parent involvement declines over the school years.

Students' perceptions of parent involvement in school policy and school activities differs for Black students and White students. White students tend to be less positive in their attitudes than Black students. Differences are particularly salient in comparing perceptions of parent involvement for Black resident students to the other three groups. As would be expected from most sources, parent involvement (as seen by their children) drops off significantly as children move through grade levels. The pattern of perceived parent involvement for the four target groups across the five grade levels is seen in Figure 7.

FIGURE 7

PARENT INVOLVEMENT SCALE



Mean Perceived Proximity Scores

by Race and Residency Status

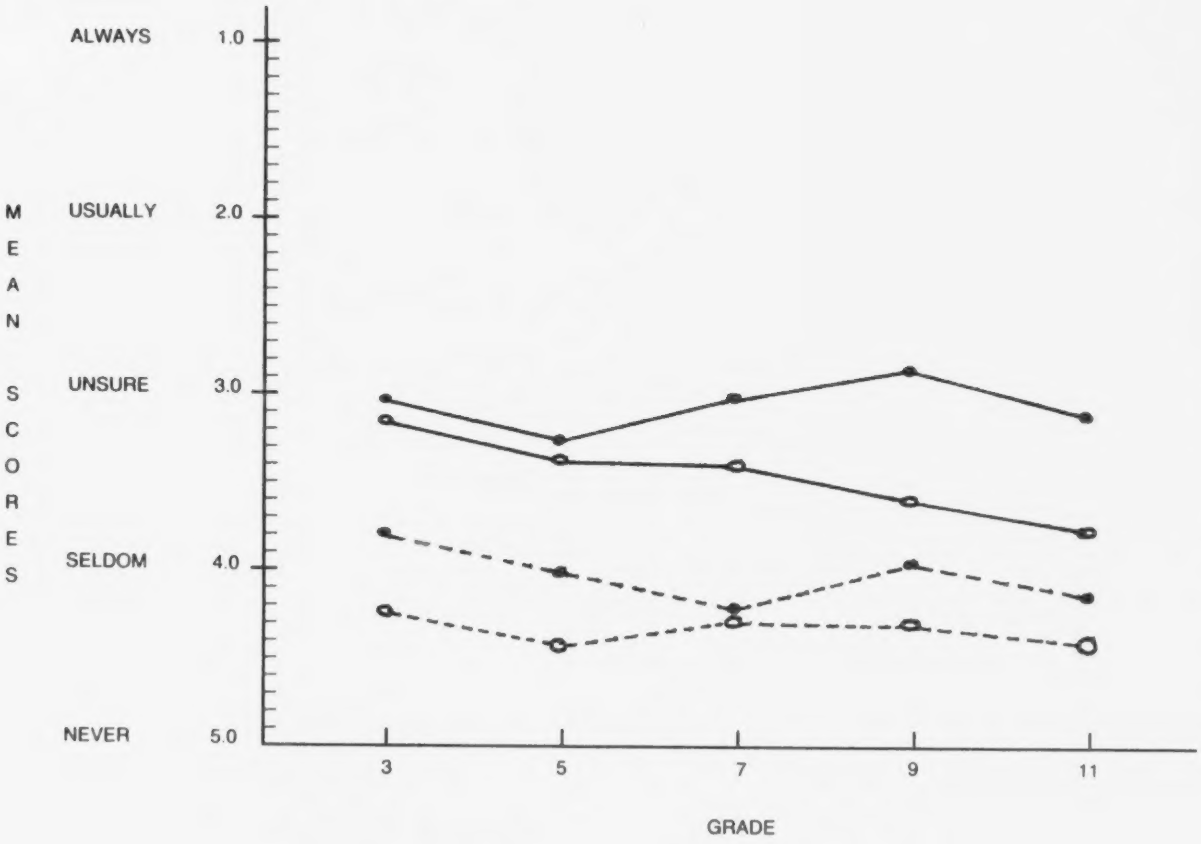
	Non-Resident	Resident	Overall
Black	3.04	3.99	3.25
White	3.35	4.31	4.22
Overall	3.08	4.26	3.79

The Proximity scale, it will be recalled, assesses the degree to which students see the distance traveled to and from school as interfering with their participation in school activities and their school achievement. Recall too it is an inverted scale and a low score reflects a feeling that proximity is a problem.

It would be expected that non-resident students who travel more than resident students would view proximity as more of a problem. This is in fact what occurred. Non-resident students were significantly more likely to rate proximity to school a factor interfering with their activities. This sense of physical isolation should be increasingly salient in high school years when participation in school activities becomes more important to the student. While there is an increased sensitivity to physical distance among high school students, there did not seem to be any greater negativity among non-resident students. Black students were more likely than White students to see proximity to school as causing a problem. The pattern of mean ratings of the proximity scale for the four targeted groups are seen in Figure 8.

FIGURE 8

PROXIMITY SCALE



LEGEND:

●———● Black Non-Resident

○———○ White Non-Resident

●- - - - - - -● Black Resident

○- - - - - - -○ White Resident

Mean School Self-Concept

by Race and Residency Status

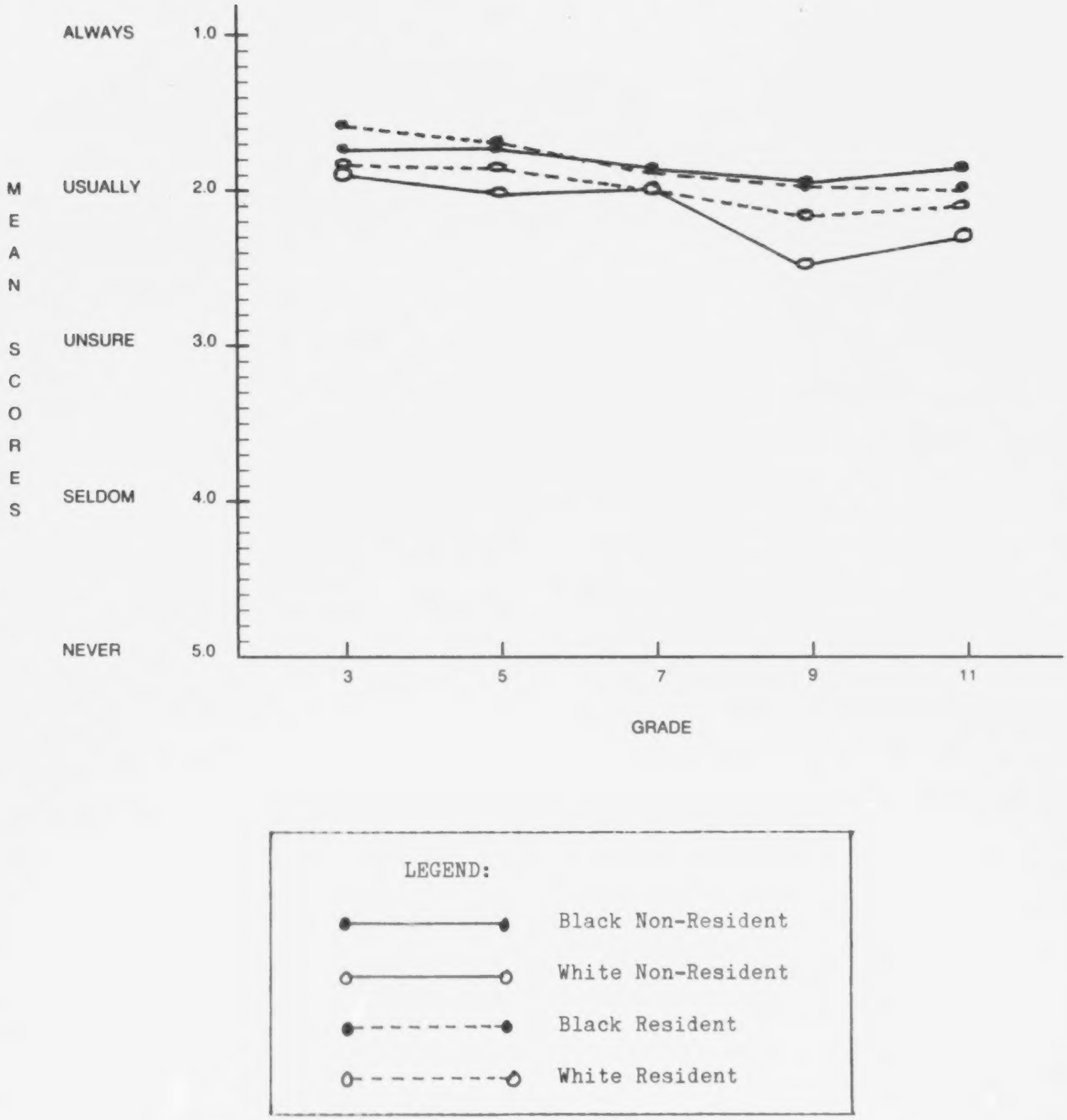
	Non-Resident	Resident	Overall
Black	1.84	1.79	1.83
White	2.07	1.98	1.99
Overall	1.87	1.95	1.92

The School Self-Concept scale was defined as the degree to which a student feels good about himself/herself, especially in relation to school.

There is evidence in these data that Black students maintain a somewhat more positive sense of self than their White peers. This is so among both resident and non-resident students and across grade levels. The pattern of self-concept scores for the four targeted groups across grade levels is seen in Figure 9.

FIGURE 9

SCHOOL SELF-CONCEPT SCALE



Mean Ratings on the Multicultural
Education Scale by Race
and Residency Status

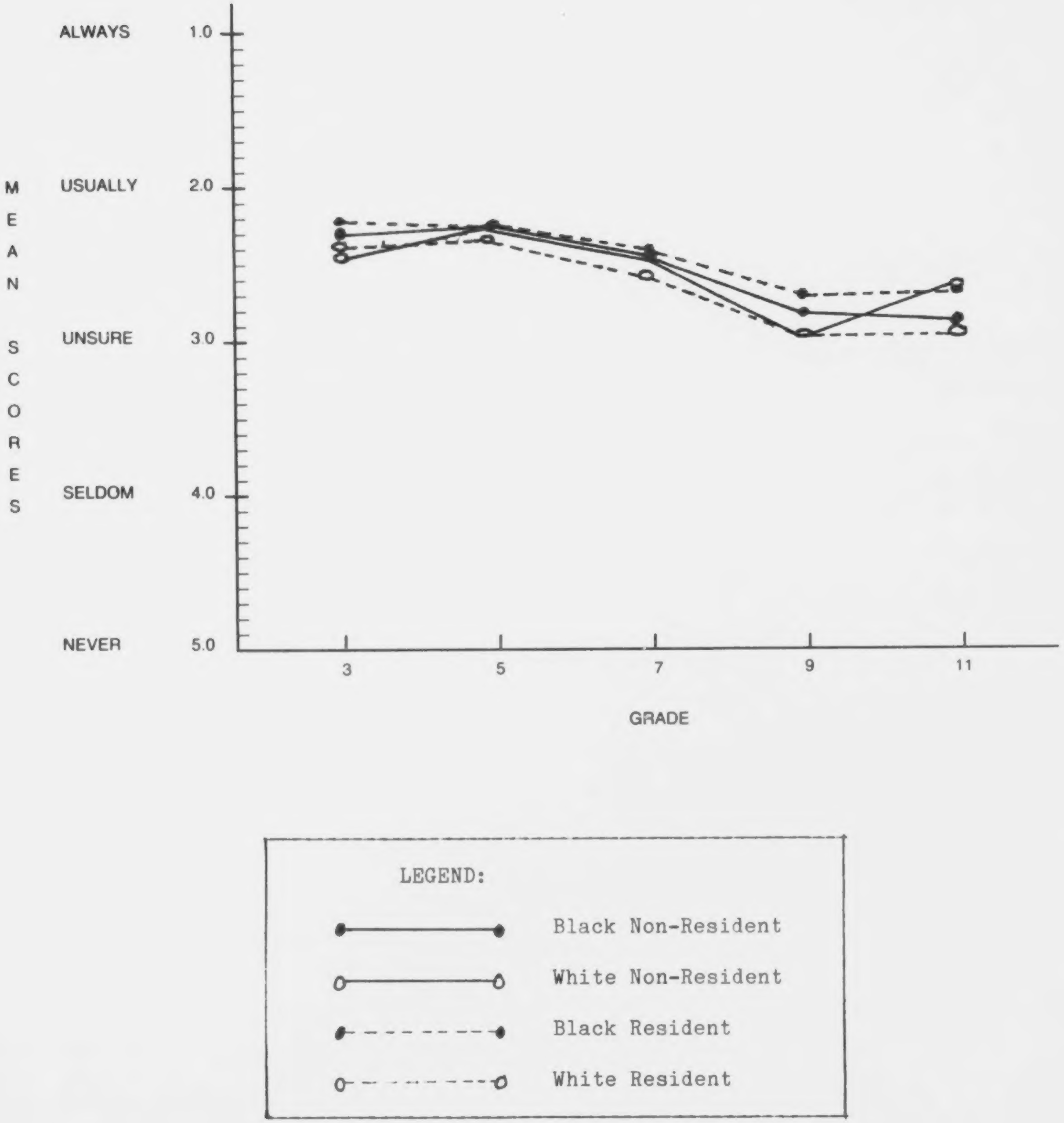
	Non-Resident	Resident	Overall
Black	2.51	2.39	2.48
White	2.47	2.62	2.61
Overall	2.50	2.58	2.55

The Multicultural Education scale measured the degree to which students reported having experienced instruction and enrichment which emphasized contributions by members of various ethnic groups.

The data indicate that Black students were more likely than White students to report multicultural experiences. This effect appears more influenced by the mean rating of Black resident than Black non-resident students. No difference in views of resident and non-resident students was found. The pattern of mean ratings to the Multicultural Education scale for the four targeted groups across the five grade levels is seen in Figure 10.

FIGURE 10

MULTICULTURAL EDUCATION SCALE



Conclusions and Recommendations

Summary of Findings and Conclusions

In order to generate the findings and conclusions, a scale score mean of 2.0 or less clearly represented a positive student attitude and is therefore indicated. Additionally, these findings and conclusions were drawn from the results of the analysis of variance (ANOVA) performed on each scale to determine significant differences between the perceptions of the four groups: Black non-resident, White non-resident, Black resident and White resident students. A significance level of .05 was the probability level utilized in this analysis. The following findings and conclusions are a result of the described procedures.

1. Differences in inter-racial attitudes do not appear to be a function of desegregation. That is, the difference in attitudes was related more to race not to residence status. A significant difference was found among the perceptions of the four targeted groups on the inter-racial attitudes scale. White students, both resident (M=2.34)* and non-resident (M=2.23) reported a less positive attitude than the Black students, both resident (M=1.94) and non-resident (M=2.05). Additionally, the data shows a significant difference between White students and Black students in grades nine and eleven. White students in grades nine and eleven (M=2.46) were less positive than their Black peers

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*M refers to the mean or average score.

(M=1.99). Whether these differences will be diminished because of earlier interethnic experiences will remain to be tested in subsequent years of the longitudinal study. (Inter-Racial Attitudes Scale)

2. Overall, the students perceived a positive attitude towards school and learning (M=1.96). Additionally, a significant difference was found among the perceptions of the four targeted groups. The resident students (i.e., Black resident (M=1.88) and White resident [M=1.94]) reported a slightly more positive attitude than the non-resident students (i.e., Black non-resident (M=1.98) and White non-resident [M=2.09]) on this scale. (Attitude Towards School and Learning Scale)
3. No significant difference was found among the perceptions of the four targeted groups on the staff-student interaction scale. (Staff-Student Interaction Scale)
4. A significant difference was found among the perceptions of the four targeted groups on the student-student interaction scale. Seemingly, desegregation contributes to a perceived stress in children's and adolescents' peer group relationships. Children transported for purposes of desegregation are more likely to see themselves as "outsiders." The resident students (i.e., Black resident (M=2.10) and White resident [M=2.14]) reported a slightly more positive attitude than the non-resident students (i.e., Black non-resident (M=2.20) and White non-resident [M=2.36]) on this scale. (Student-Student Interaction Scale)

5. Ratings of classroom incentives and structure were overall positive (M=1.99). Additionally, a significant difference was found among the perceptions of the four targeted groups. The perceptions of resident students (i.e., Black resident (M=1.93) and White resident [M=1.98]) were slightly more positive than the non-resident students (i.e., Black non-resident (M=2.03) and White non-resident [M=1.99]) on this scale. (Classroom Incentives and Structure Scale)
6. A significant difference was found among the perceptions of the four targeted groups on the parent involvement scale. Parent involvement is reported more often by Black students, both resident (M=2.27) and non-resident (M=2.43), than White students, both resident (M=2.47) and non-resident (M=2.45), on this scale. (Parent Involvement Scale)
7. Overall, the students perceived a positive school self-concept (M=1.92). Additionally, a significant difference was found among the perceptions of the four targeted groups. Black students, both resident (M=1.79) and non-resident (M=1.84), show a marginal advantage over the White students, both resident (M=1.98) and non-resident (M=2.07), on this scale. (School Self-Concept Scale)
8. A significant difference was found among the perceptions of the four targeted groups on the proximity scale. Non-resident students (i.e., Black non-resident (M=3.04) and White non-resident [M=3.35]) are more likely than resident students (i.e., Black resident (M=3.99) and White resident [M=4.31]) to see proximity to school in negative terms. (Proximity Scale)

9. A significant difference was found among the perceptions of the four targeted groups on the multicultural education scale. The only group to consistently report multicultural experiences is Black resident students (M=2.39) as compared to Black non-resident students (M=2.51), White non-resident students (M=2.47) and White resident students (M=2.62). (Multicultural Education Scale)

Commendations and Recommendations

A cornerstone of desegregation advocacy has been and continues to be that equal educational opportunity for all students should result in improved economic opportunity for minorities and reduced prejudice among all. Desegregation advocates argue that the latter goal is benefited since interethnic experience should result in increased awareness of the needs and goals of other ethnic groups, and, hence, reduced antipathy. By interacting with members of minority groups, children and youths in the majority group should experience reduced fears of the unknown.

In practice, however, schools nationally must take a more participative stance in establishing a positive atmosphere to foster inter-racial harmony. Students must see that teachers and administrators view members of all student groups as sharing equal status; that rewards and privileges are contingent upon inter-racial cooperation; and that clear normative rules are evident and applied in a judicious fashion. These data show a statistically significant correlation between inter-racial attitudes and students' perceptions of school atmosphere, staff-student relationships and structure (among other variables). The more positively the students see school interpersonal cooperation and structure the more tolerant they are likely to be. On the other hand, negative inter-racial attitudes may place a strain on the best of schools. Negative attitudes may lead to an inappropriate response and a deterioration of school atmosphere.

It is the sense of the research team that the Marion County Schools in this study have taken seriously the task of providing a school atmosphere which fosters positive inter-racial attitudes. This is reflected in the generally positive inter-racial attitudes reported by the students.

The school districts are to be commended since 1) both Black students and White students maintain positive feelings toward school; 2) both Black students and White students see classroom organization and structure as facilities for learning; and, 3) both Black students and White students maintain a positive sense of self-worth. Some difficulties, however, remain. For example, the data also show that White students in grades nine and eleven held less positive inter-racial attitudes than their younger White peers. Whether these differences will diminish as children with earlier interethnic experiences progress through the grades remains to be seen.

It is important to note that positive or negative inter-racial attitudes did not appear to be a function of desegregation. That is, the statistical relationship between race and inter-racial attitudes and between race and perceptions of school atmosphere variables appear stronger than those between desegregation status and the same variables.

It is clear that inter-racial attitudes do not stand alone; they are inter-related with a set of school atmosphere variables. While the two are reciprocal, it is our sense that inter-racial attitudes are more likely an outcome of school atmosphere than a cause. That is, school atmosphere may contribute more to inter-racial attitudes than the converse. It is the recommendation that school districts continue to take affirmative actions to insure that staff and students see the schools as egalitarian. This may be done by asserting or reasserting public commitment to the goals of desegregation and integration. It may also be wise to initiate additional internal needs assessments to identify specific sources of positive and negative attitudes in the school atmosphere.

It is not altogether surprising that desegregation may interfere with students' sense of "belonging." The data from this year's analysis indicated that desegregation may be causing a perceived strain in the children's and adolescents' peer group relationships. Children transported for purposes of desegregation were more likely to report less peer support than non-transported students. This may result from desegregated students seeing themselves as "outsiders." This sense of isolation does not, however, extend to staff-student relationships which are not overly affected by desegregation. Non-residents are also more likely to see proximity to school in negative terms. This is true even though the distances traveled do not always exceed the distances traveled by residents. Again, this may result from a self-perceived status as an "outsider" than to actual distance. It is the recommendation that school districts initiate or continue programs to help students transported for purposes of desegregation (and their families) feel part of the school "family." Current research suggests that the more the school community sees their child's school as "theirs," i.e., that they feel part of a school community, the more likely they are to participate and the more likely they are to be supportive of the school.

It is additionally recommended that increased attention be given to multicultural experiences in the schools. Consistently, the only group reporting multicultural experiences was Black students. White students were less aware of multicultural activities. For multicultural or interethnic experiences to have an effect on White students' inter-racial attitudes they must be salient enough to make a difference. These experiences must clearly be based in a positive context, hence, the teachers should be educated in methods of multicultural education.

Two individual items that did not relate to the psychometric scales which, nonetheless, may be quite relevant, relate to the number of Black teachers and staff in the school. Black students, and especially Black students in grades nine and eleven, feel there are not enough Black teachers and staff. If Black students are to have effective role models, and if White students are to have positive experiences with adult Black role models in the schools, continued efforts must be directed at recruiting qualified Black faculty and staff.

A continuing problem for most schools is the encouragement of parent participation in school activities. In these data that problem is found. Real input should be solicited, and when problems raised by the parents are responded to, feedback should be offered. As parents feel that they have some degree of "ownership" or true vested interest in the schools, they are more likely to participate.

The primary target of school desegregation efforts in the coming years must be directed towards the negative inter-racial attitudes among White youths in grades nine and eleven. Beyond a hope that early inter-racial experiences will mitigate those attitudes the school must take active steps to eliminate activities and barriers which effectively foster resegregation. When there is clustering, it may be more a result of fears of being excluded than of desires for groups to "be with their own kind." Black students may desire to participate with White students and vice versa. However, feelings of alienation, of being an "outsider" may interfere with the Black students' participation. Fear of social rejection by White students may impede the White students' openness. Schools must systematically work on reducing such barriers.

Desegregated schools have a unique opportunity to create an atmosphere which promotes greater interethnic harmony. A variety of authors have offered blueprints for facilitating desegregation, perhaps the best know of which was provided by Forehand, Ragosta, and Rock (1976). In their "handbook," Forehand, *et al*. offered five curricular elements meant to encourage positive interethnic relations:

1. Teaching methods which emphasize improved race relations.
2. A principal who is seen as a leader.
3. Improved teacher attitudes since teacher attitudes are somewhat related to student attitudes.
4. An institutional commitment to integrated education.
5. Low conflict and racial tensions.

Recent studies of desegregation have been encouraging and provide data for distinguishing between effective and ineffective schools. Of special importance is the leadership role provided by school principals. Principals serve a key role in establishing an institutional atmosphere which promotes interethnic harmony. Desegregated schools in which principals encouraged ethnic interdependence by establishing multiethnic groups for school projects had the most favorable results.

In schools where equal status of ethnic groups was fostered, there was a significant increase in the number of interethnic contacts for a group of seventh graders. On the other hand, according to Schofield and Sager (1977), in cases of tracked classes (differing in status), voluntary interethnic contacts decreased.

The principal alone, however, cannot create a positive atmosphere. For teachers to be willing to use techniques which emphasize interethnic contact, the teachers should also score low on measures of prejudice. Teachers must be educated to the character of prejudice.

On a broader level there is evidence that desegregation itself may lead to more favorable ethnic attitudes. In an analysis of national data on racial attitudes taken from the National Assessment of Educational Progress, Scott and MacPartland found in 1982 that students from integrated schools had more positive interethnic attitudes than those from racially-isolated schools.

Rossell in her 1983 study adds an interesting sidelight to the effects of desegregation on racial attitudes. She reports that desegregation may also have a positive impact on parental verbalizations about other ethnic groups. Parents of children and adolescents in desegregated schools were more likely to verbalize positive statements about interethnic cooperation than parents of children in segregated schools.

One final comment seems in order. In a time where it is almost fashionable for critics of education to accuse schools of being unresponsive to their students, these Marion County School Districts have committed themselves to a project unlike any in the rest of the nation.

Our sense is that most school districts' attempts to evaluate the progress of desegregation efforts are either nonexistent or, at best, piecemeal. We are unaware of any other school district which has undertaken a program of self-study of this magnitude. The participating school districts have contributed valuable time and resources to its completion. Whatever shortcomings may be noted in this or future analyses is balanced by the commitment of these districts to use these data to improve the school experience of all their students. They are to be commended.

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APPENDICES

APPENDIX A

STUDENT NEEDS ASSESSMENT SURVEY [*] [**]

Marion County

1984

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[*] Selected items taken from the Rand Corporation's National Longitudinal Study of School Desegregation (1974) and the Coopersmith Self-Esteem Inventory (1967).

[**] Not to be reproduced without the authors' permission. Inquiries should be directed to: The Center for Urban and Multicultural Education, Indiana University, 902 West New York Street, Suite - 3165, Education/Social Work, Indianapolis, Indiana 46223. (317) 264-2836.

STUDENT DEMOGRAPHIC DATA

A. SURVEY #: ____________________________________

B: STATUS: ___(1) BNR ___(2) WNR ___(3) BR ___(4) WR

C: SEX: ___(1) Female ___(2) Male

D. GRADE: ___(3) ___(5) ___(7) ___(9) ___(11)

E. SCHOOL DISTRICT: ____________________________________

F. SCHOOL BUILDING: ____________________________________

- -

STUDENT'S NAME: ____________________________________SURVEY #: _______

STUDENT DEMOGRAPHIC DATA - IPS

A. SURVEY #: ________________________________

B: STATUS: ___(1) BT ___(2) WT ___(3) BNT ___(4) WNT

C: SEX: ___(1) Female ___(2) Male

D. GRADE: ___(3) ___(5) ___(7) ___(9) ___(11)

E. SCHOOL DISTRICT: ______________________________

F. SCHOOL BUILDING: ______________________________

- -

STUDENT'S NAME: ______________________________ SURVEY #: _______

STUDENT NEEDS ASSESSMENT SURVEY

You are being asked to fill out this survey because your thoughts and feelings are very important. Your teachers and principal want to know how you generally feel because they want to make your education as good as possible. Please be as honest as you can and let us know what you are really thinking.

This is not a test. There are no right or wrong answers. We just want to know what is on your mind. Thank you for taking the time to help us.

Directions:

For each of the following statements, you will have five (5) possible answers which describe your feelings. Your choices are:

I always agree with the statement.

(✓)	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

I usually agree with the statement.

( )	(✓)	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

I am unsure whether I agree or disagree with the statement.

( )	( )	(✓)	( )	( )
Always	Usually	Unsure	Seldom	Never

I seldom agree with the statement.

( )	( )	( )	(✓)	( )
Always	Usually	Unsure	Seldom	Never

I never agree with the statement.

( )	( )	( )	( )	(✓)
Always	Usually	Unsure	Seldom	Never

You will place a check (✓) above the appropriate response on the line under the statement. Study the examples carefully.

EXAMPLES:

1. I like to play.

(✓)	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

If you always like to play, you would place a check (✓) above Always.

2. I like spinach.

( )	( )	( )	( )	(✓)
Always	Usually	Unsure	Seldom	Never

If you do not like spinach, you would place a check (✓) above Never.

3. I like math class.

( )	(✓)	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

If you like math class most of the time, but not always, you would place a check (✓) above Usually.

4. I like rainy days.

( )	( )	( )	(✓)	( )
Always	Usually	Unsure	Seldom	Never

If you like rainy days sometimes, but most of the time you do not, you would place a check (✓) above Seldom.

Place a check (✓) above the appropriate response for each statement.

1. My parents encourage me to finish my homework.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

2. My teachers have told my parents how I am doing in school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

3. My teachers tell me when I am doing good work.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

4. (Do not answer if you do not ride the bus.) I think my bus ride is too dangerous.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

5. I do not care what happens to me.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

6. I like to read out loud in my class.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

7. I can usually take care of myself.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

8. I want to be involved in school activities.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

9. My parents are happy with my grades.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

10. I am interested in the school activities that are offered.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

11. My parents favor Black students and White students going to the same school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

12. I like to learn new things in school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

13. My teachers make me feel important.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

14. My parents help me with homework.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

15. Other students are mean to me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

16. My school is too far from my home.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

17. My parents are concerned about the quality of my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

18. I have studied about the contributions of other races.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

19. I like to have friends of a different race.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

20. Students in my school want Black students and White students here.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

21. I like to be called on in class.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

22. There are enough Black people who work in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

23. My teachers want me here.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

24. I understand what I am supposed to do in class.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

25. I get home late from school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

26. My teachers make me feel good about myself.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

27. I am doing the best schoolwork that I can.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

28. My teacher spends too much time trying to get students to behave.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

29. I enjoy going to and from school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

30. I wish I were not so shy.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

31. My schoolwork is too hard.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

32. I learn a lot at school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

33. It is easy to make new friends at my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

34. I want to attend this school district.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

35. I think that I am important.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

36. I am popular with students my own age.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

37. I have friends at my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

38. My parents understand me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

39. My parents come to parent/teacher meetings.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

40. My teachers know my name.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

41. My school is too far away for my parents to visit.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

42. It is important to follow the rules in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

43. My teachers let me study things of interest to me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

44. Learning about other races will be helpful to me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

45. I have been blamed for things at school that were not my fault.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

46. If I need special help, there is someone at school who will help me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

47. This year Black students and White students are getting along better in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

48. I feel good about myself.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

49. My principal talks with students in the halls and cafeteria.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

50. I like to attend school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

51. My parents help decide what happens in my school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

52. My teachers like me.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

53. I want to learn more about other races.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

54. I have enough time to finish my homework.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

55. I have enough time to finish my schoolwork.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

56. My parents and I have a lot of fun together.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

57. My school provides help for students who are having trouble with their schoolwork.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

58. Students of a different race than I receive special treatment in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

59. I feel proud of my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

60. I think that what I am learning will help me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

61. My teachers understand me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

62. I have friends of a different race.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

63. If I make a bad grade, the teachers tell me why.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

64. There are too many rules in this school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

65. I would like to live in a neighborhood that has both White families and Black families.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

66. The teachers explain to me how to do my schoolwork.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

67. Black students and White students attending the same school is a good idea.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

68. I always know what to say to people.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

69. It is a good idea for people of different races to be around each other.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

70. I am proud of my schoolwork.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

71. I expect to pass all my classes.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

72. My parents and I talk about school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

73. I know what I am supposed to do in school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

74. My parents expect too much from me in school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

75. School is fun.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

76. The distance traveled to school makes school hard for me.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

77. Some of my school friends live far away from me.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

78. The teachers give too much homework.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

79. I often get discouraged in school.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

80. Students of different races have the chance to learn as much as each other.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

81. I have been absent because I did not want to come to school.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

82. The distance traveled to school affects my taking part in school activities.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

83. Other students help me feel good about myself.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

84. I am taught about famous Black Americans.

( ) Always ( ) Usually ( ) Unsure ( ) Seldom ( ) Never

85. I have helped students of a different race with their schoolwork.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

86. I should cooperate with my teachers.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

87. Students in my school have respect for other students.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

88. I like what I am learning in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

89. My friends would approve if I went home with a student of a different race.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

90. My school makes me feel proud of my heritage.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

91. My parents have talked to some of my teachers.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

92. My principal is interested in the students.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

93. I accept responsibility for the things I do.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

94. I have participated with students of a different race in school activities.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

95. In my classrooms, I learn about the contributions of other races.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

96. My teachers are too strict.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

97. My parents would approve of my being in the same class with students of a different race.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

98. There are lots of things about myself I would change if I could.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

99. There are enough Black teachers in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

100. Other students treat me like everybody else.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

101. I have the chance to participate in my classes.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

102. In my school I am punished for things I did not do.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

103. Someone always has to tell me what to do.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

104. My parents like to visit my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

105. I expect to go to college, business school, or vocational school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

106. The people who work in my school are friendly to students.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

107. No one cares about me.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

108. My teachers treat Black students and White students the same.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

109. My teachers treat all students fairly.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

110. The teachers in my school approve of Black students and White students attending school together.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

111. Rules in my school are fair.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

112. Students have the chance to participate in multicultural experiences in my school.

( )	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

113. I associate with Black students and White students in the halls.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

114. I expect to finish high school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

115. If I have a problem, I can go to see my teachers.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

116. I am not doing as well in school as I would like to do.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

117. It is important to do my homework.

(/)	(/)	(/)	(/)	(/)
Always	Usually	Unsure	Seldom	Never

118. I often wish I were someone else.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

119. I do not care if I finish high school.

( )	( )	( )	( )	( )
/	/	/	/	/
Always	Usually	Unsure	Seldom	Never

APPENDIX B

DIRECTIONS

STUDENT NEEDS ASSESSMENT SURVEY 1984

Purpose

The Student Needs Assessment Survey instrument has been developed to measure student perceptions in desegregating school districts in the area of school climate (i.e., inter-racial attitudes, attitudes toward school and learning, staff/student interaction, student/student interaction, incentives and structure, parent involvement, proximity and self concept/self esteem).

Development of the Instrument

The items selected for the student instrument were collected from four sources (i.e., the 1983 Marion County Student Needs Assessment Instrument, the Rand Corporation's National Longitudinal Study of School Desegregation (student instrument), the Coopersmith Self-Esteem Inventory and the research team members). The variables and items within each variable were reviewed by a panel of experts (i.e., the Marion County Coordinators of Integrated Education) to document content validity. There was an attempt to have a minimum of ten items per variable, to enhance the reliability and validity of the variables.

Procedures

A. Please check for the completion of the student demographic data form. If not completed, do so prior to administering the survey.

B. Due to the nature of a longitudinal study, it is extremely important to match the survey instrument with the correct student.

C. Please introduce yourself and try to put the group "at ease". Read to the students the two paragraphs on the first page of the instrument and leave time for any questions the students might have.

D. Read the directions and examples carefully.

E. Have the students begin to answer the questions. For grades 3 and 5 and when appropriate with other students, please follow the script. Please note the occurrence of a ten (10) minute minimum break after item #63 for students in grades 3 and 5.

F. Please thank the students for their time and willingness to help.

G. Place the surveys in the envelopes provided and return them to ____________________ .

We think you are an important part of this process. Thank you for your assistance and willingness to take time away from your busy schedule.

---

* The underlined statements in items #18, 79, 90, 95 and 112 are not included on the student instrument. The statements are intended to clarify the meaning of the item.

STUDENT NEEDS ASSESSMENT SURVEY

You are being asked to fill out this survey because your thoughts and feelings are very important. Your teachers and principal want to know how you generally feel because they want to make your education as good as possible. Please be as honest as you can and let us know what you are really thinking.

This is not a test. There are no right or wrong answers. We just want to know what is on your mind. Thank you for taking the time to help us.

Directions:

For each of the following statements, you will have five (5) possible answers which describe your feelings. Your choices are:

I always agree with the statement.

(✓)	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

I usually agree with the statement.

( )	(✓)	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

I am unsure whether I agree or disagree with the statement.

( )	( )	(✓)	( )	( )
Always	Usually	Unsure	Seldom	Never

I seldom agree with the statement.

( )	( )	( )	(✓)	( )
Always	Usually	Unsure	Seldom	Never

I never agree with the statement.

( )	( )	( )	( )	(✓)
Always	Usually	Unsure	Seldom	Never

You will place a check (✓) above the appropriate response on the line under the statement. Study the examples carefully.

EXAMPLES:

1. I like to play.

(✓)	( )	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

If you always like to play, you would place a check (✓) above Always.

---

2. I like spinach.

( )	( )	( )	( )	(✓)
Always	Usually	Unsure	Seldom	Never

If you do not like spinach, you would place a check (✓) above Never.

---

3. I like math class.

( )	(✓)	( )	( )	( )
Always	Usually	Unsure	Seldom	Never

If you like math class most of the time, but not always, you would place a check (✓) above Usually.

---

4. I like rainy days.

( )	( )	( )	(✓)	( )
Always	Usually	Unsure	Seldom	Never

If you like rainy days sometimes, but most of the time you do not, you would place a check (✓) above Seldom.

SCRIPT

Place a check (✓) above the appropriate response for each statement.

1. My parents encourage me to finish my homework.

   (a) If your parents encourage you to finish your homework, place a check above Always.

   (b) If most of the time your parents encourage you to finish your homework, place a check above Usually.

   (c) If you are unsure whether your parents encourage you to finish your homework, place a check above Unsure.

   (d) If most of the time your parents do not encourage you to finish your homework, place a check above Seldom.

   (e) If your parents do not encourage you to finish your homework, place a check above Never.

2. My teachers have told my parents how I am doing in school.

   (a) If your teachers tell your parents how you are doing in school, place a check above Always.

   (b) If most of the time your teachers tell your parents how you are doing in school, place a check above Usually.

   (c) If you are unsure whether your teachers tell your parents how you are doing in school, place a check above Unsure.

   (d) If most of the time your teachers do not tell your parents how you are doing in school, place a check above Seldom.

   (e) If your teachers do not tell your parents how you are doing in school, place a check above Never.

3. My teachers tell me when I am doing good work.

   (a) If your teachers tell you when you are doing good work, place a check above Always.

   (b) If most of the time your teachers tell you when you are doing good work, place a check above Usually.

   (c) If you are unsure whether your teachers tell you when you are doing good work, place a check above Unsure.

   (d) If most of the time your teachers do not tell you when you are doing good work, place a check above Seldom.

(e) If your teachers do not tell you when you are doing good work, place a check above Never.

4. (Do not answer if you do not ride the bus.) I think my bus ride is too dangerous.

   (a) If you think your bus ride is dangerous, place a check above Always.

   (b) If most of the time you think your bus ride is dangerous, place a check above Usually.

   (c) If you are unsure whether your bus ride is dangerous, place a check above Unsure.

   (d) If most of the time you do not think your bus ride is dangerous, place a check above Seldom.

   (e) If you do not think your bus ride is dangerous, place a check above Never.

5. I do not care what happens to me.

   (a) If you do not care what happens to you, place a check above Always.

   (b) If most of the time you do not care what happens to you, place a check above Usually.

   (c) If you are unsure whether you care what happens to you, place a check above Unsure.

   (d) If most of the time you care what happens to you, place a check above Seldom.

   (e) If you care what happens to you, place a check above Never.

6. I like to read out loud in my class.

7. I can usually take care of myself.

8. I want to be involved in school activities.

9. My parents are happy with my grades.

10. I am interested in the school activities that are offered.

   (a) If you are interested in the school activities that are offered, place a check above Always.

   (b) If most of the time you are interested in the school activities that are offered, place a check above Usually.

(c) If you are unsure whether you are interested in the school activities that are offered, place a check above Unsure.

(d) If most of the time you are not interested in school activities that are offered, place a check above Seldom.

(e) If you are not interested in the school activities that are offered, place a check above Never.

11. My parents favor Black students and White students going to the same school.

12. I like to learn new things in school.

13. My teachers make me feel important.

14. My parents help me with homework.

15. Other student are mean to me.

(a) If other students are mean to you, place a check above Always.

(b) If most of the time other students are mean to you, place a check above Usually.

(c) If you are unsure whether other students are mean to you, place a check above Unsure.

(d) If most of the time other students are not mean to you, place a check above Seldom.

(e) If other students are not mean to you, place a check above Never.

16. My school is too far from my home.

17. My parents are concerned about the quality of my school.

*18. I have studied about the contributions of other races. Contributions are things that are given to help others.

19. I like to have friends of a different race.

20. Students in my school want Black students and White students here.

21. I like to be called on in class.

22. There are enough Black people who work in my school.

23. My teachers want me here.

24. I understand what I am supposed to do in class.

25. I get home late from school.

(a) If you get home late from school, place a check above Always.

(b) If most of the time you get home late from school, place a check above Usually.

(c) If you are unsure whether you get home late from school, place a check above Unsure.

(d) If most of the time you do not get home late from school, place a check above Seldom.

(e) If you do not get home late from school, place a check above Never.

26. My teachers make me feel good about myself.

27. I am doing the best schoolwork that I can.

28. My teacher spends too much time trying to get students to behave.

29. I enjoy going to and from school.

30. I wish I were not so shy.

31. My schoolwork is too hard.

32. I learn a lot at school.

33. It is easy to make new friends at my school.

34. I want to attend this school district.

35. I think that I am important.

(a) If you think that you are important, place a check above Always.

(b) If most of the time you think that you are important, place a check above Usually.

(c) If you are unsure whether you think that you are important, place a check above Unsure.

(d) If most of the time you think that you are not important, place a check above Seldom.

(e) If you think that you are not important, place a check above Never.

36. I am popular with students my own age.

37. I have friends at my school.

38. My parents understand me.

39. My parents come to parent/teacher meetings.

40. My teachers know my name.

41. My school is too far away for my parents to visit.

42. It is important to follow the rules in my school.

43. My teachers let me study things of interest to me.

44. Learning about other races will be helpful to me.

45. I have been blamed for things at school that were not my fault.

    (a) If you are blamed for things at school that are not your fault, place a check above Always.

    (b) If most of the time you are blamed for things at school that are not your fault, place a check above Usually.

    (c) If you are unsure whether you are blamed for things at school that are not your fault, place a check above Unsure.

    (d) If most of the time you are not blamed for things at school that are not your fault, place a check above Seldom.

    (e) If you are not blamed for things at school that are not your fault, place a check above Never.

46. If I need special help, there is someone at school who will help me.

47. This year Black students and White students are getting along better in my school.

48. I feel good about myself.

49. My principal talks with students in the halls and cafeteria.

50. I like to attend school.

51. My parents help decide what happens in my school.

52. My teachers like me.

53. I want to learn more about other races.

54. I have enough time to finish my homework.

55. I have enough time to finish my schoolwork.

56. My parents and I have a lot of fun together.

57. My school provides help for students who are having trouble with their schoolwork.

58. Students of a different race than I receive special treatment in my school.

59. I feel proud of my school.

60. I think that what I am learning will help me.

61. My teachers understand me.

62. I have friends of a different race.

63. If I make a bad grade, the teachers tell me why. (BREAK OR STOP)

64. There are too many rules in this school.

65. I would like to live in a neighborhood that has both White families and Black families.

    (a) If you would like to live in a neighborhood that has both White families and Black families, place a check above Always.

    (b) If most of the time you would like to live in a neighborhood that has both White families and Black families, place a check above Usually.

    (c) If you are unsure whether you would like to live in a neighborhood that has both White families and Black families, place a check above Unsure.

    (d) If most of the time you would not like to live in a neighborhood that has both White families and Black families, place a check above Seldom.

    (e) If you would not like to live in a neighborhood that has both White families and Black families, place a check above Never.

66. The teachers explain to me how to do my schoolwork.

67. Black students and White students attending the same school is a good idea.

68. I always know what to say to people.

69. It is a good idea for people of different races to be around each other.

70. I am proud of my schoolwork.

71. I expect to pass all my classes.

72. My parents and I talk about school.

73. I know what I am supposed to do in school.

74. My parents expect too much from me in school.

75. School is fun.

76. The distance traveled to school makes school hard for me.

77. Some of my school friends live far away from me.

78. The teachers give too much homework.

*79. I often get discouraged in school. Discouraged means to stop trying.

80. Students of different races have the chance to learn as much as each other.

81. I have been absent because I did not want to come to school.

82. The distance traveled to school affects my taking part in school activities.

83. Other students help me feel good about myself.

84. I am taught about famous Black Americans.

85. I have helped students of a different race with their schoolwork.

(a) If you have helped students of a different race with their schoolwork, place a check above Always.

(b) If most of the time you have helped students of a different race with their schoolwork, place a check above Usually.

(c) If you are unsure whether you have helped students of a different race with their schoolwork, place a check above Unsure.

(d) If most of the time you have not helped students of a different race with their schoolwork, place a check above Seldom.

(e) If you have not helped students of a different race with their schoolwork, place a check above Never.

86. I should cooperate with my teachers.

87. Students in my school have respect for other students.

88. I like what I am learning in my school.

89. My friends would approve if I went home with a student of a different race.

*90. My school makes me feel proud of my heritage. Heritage includes your family, history, background and race.

91. My parents have talked to some of my teachers.

92. My principal is interested in the students.

93. I accept responsibility for the things I do.

94. I have participated with students of a different race in school activities.

*95. In my classrooms, I learn about the contribution of other races. Contributions are things that are given to help others.

96. My teachers are too strict.

97. My parents would approve of my being in the same class with students of a different race.

98. There are lots of things about myself I would change if I could.

99. There are enough Black teachers in my school.

100. Other students treat me like everybody else.

101. I have the chance to participate in my classes.

102. In my school I am punished for things I did not do.

103. Someone always has to tell me what to do.

104. My parents like to visit my school.

105. I expect to go to college, business school, or vocational school.

(a) If you expect to go to college, business school or vocational school, place a check above Always.

(b) If most of the time you expect to go to college, business school or vocational school, place a check above Usually.

(c) If you are unsure whether you expect to go to college, business school or vocational school, place a check above Unsure.

(d) If most of the time you do not expect to go to college, business school or vocational school, place a check above Seldom.

(e) If you do not expect to go to college, business school or vocational school, place a check above Never.

106. The people who work in my school are friendly to students.

107. No one cares about me.

108. My teachers treat Black students and White students the same.

109. My teachers treat all students fairly.

110. The teachers in my school approve of Black students and White students attending school together.

111. Rules in my school are fair.

*112. Students have the chance to participate in multicultural experiences in my school. Multicultural experiences means activities of people with different backgrounds.

113. I associate with Black students and White students in the halls.

114. I expect to finish high school.

115. If I have a problem, I can go to see my teachers.

116. I am not doing as well in school as I would like to do.

117. It is important to do my homework.

118. I often wish I were someone else.

119. I do not care if I finish high school.

APPENDIX C

1. Survey Number____________________ School______________________

2. FATHER'S (STEPFATHER'S, MALE GUARDIAN'S) HIGHEST LEVEL OF EDUCATION, IF IN THE HOME: (please check only one)

____(A) None or Some Elementary School (K-6)
____(B) Completed Elementary School (7-8)
____(C) Some High School But Did Not Graduate
____(D) Graduated From High School
____(E) Attended School Beyond High School (College, Vocational, Business)
____(F) Graduated from a Four-Year College
____(G) Attended Graduate or Professional School
____(H) Do Not Know

3. FATHER'S (STEPFATHER'S MALE GUARDIAN'S) OCCUPATION, IF IN THE HOME: (please print name of occupation)________________________________

4. MOTHER'S (STEPMOTHER'S, FEMALE GUARDIAN'S) HIGHEST LEVEL OF EDUCATION, IF IN THE HOME: (please check only one)

____(A) None or Some Elementary School (K-6)
____(B) Completed Elementary School (7-8)
____(C) Some High School But Did Not Graduate
____(D) Graduated From High School
____(E) Attended School Beyond High School (College, Vocational, Business)
____(F) Graduated from a Four-Year College
____(G) Attended Graduate or Professional School
____(H) Do Not Know

5. MOTHER'S (STEPMOTHER'S FEMALE GUARDIAN'S) OCCUPATION, IF IN THE HOME: (please print name of occupation)________________________________

6. PLEASE INDICATE YOUR CHILD'S USUAL METHOD OF TRAVEL TO AND FROM SCHOOL:

____(A) Walking or Riding Bicycle
____(B) Riding School Bus
____(C) Riding With Someone Else
____(D) Driving

7. PLEASE CHECK TOTAL LENGTH OF AVERAGE TRAVEL TIME TO AND FROM SCHOOL FOR THE ABOVE INDICATED METHOD OF TRAVEL: (please check only one)

____ (A) 0-10 minutes
____ (B) 11-20 minutes
____ (C) 21-30 minutes
____ (D) 31-40 minutes
____(E) 41-50 minutes
____(F) 51-60 minutes
____(G) 60 plus minutes

APPENDIX D

SCALE: INTER-RACIAL ATTITUDES

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	105.503	7	15.072	34.092	.001
Status	84.863	3	28.288	63.985	.001
Grade	15.383	4	3.846	8.699	.001
2-Way Interactions	32.372	12	2.698	6.102	.001
Status Grade	32.372	12	2.698	6.102	.001
Explained	137.875	19	7.257	16.414	.001
Residual	1668.475	3774	.442		
Total	1806.349	3793	.476		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: ATTITUDES TOWARD SCHOOL AND LEARNING

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	58.981	7	8.426	26.110	.001
Status	8.675	3	2.892	8.960	.001
Grade	51.934	4	12.983	40.233	.001
2-Way Interactions	2.515	12	.210	.649	.800
Status Grade	2.515	12	.210	.649	.800
Explained	61.496	19	3.237	10.030	.001
Residual	1217.905	3774	.323		
Total	1279.401	3793	.337		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: STAFF-STUDENT INTERACTION

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	110.795	7	15.828	34.892	.001
Status	2.757	3	.919	2.026	.109
Grade	107.189	4	26.797	59.074	.001
2-Way Interactions	4.473	12	.373	.822	.628
Status Grade	4.473	12	.373	.822	.628
Explained	115.268	19	6.067	13.374	.001
Residual	1711.972	3774	.454		
Total	1827.240	3793	.482		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: STUDENT-STUDENT INTERACTION

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	17.338	7	2.477	4.958	.001
Status	13.441	3	4.480	8.968	.001
Grade	4.956	4	1.239	2.480	.042
2-Way Interactions	4.215	12	.351	.703	.750
Status Grade	4.215	12	.351	.703	.750
Explained	21.554	19	1.134	2.271	.001
Residual	1885.452	3774	.500		
Total	1907.006	3793	.503		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: CLASSROOM INCENTIVES AND STRUCTURE

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	92.160	7	13.166	40.651	.001
Status	3.782	3	1.261	3.892	.009
Grade	88.183	4	22.046	68.069	.001
2-Way Interactions	4.646	12	.387	1.195	.281
Status Grade	4.646	12	.387	1.195	.281
Explained	96.807	19	5.095	15.732	.001
Residual	1222.304	3774	.324		
Total	1319.111	3793	.348		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: PARENT INVOLVEMENT

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	264.781	7	37.826	103.645	.001
Status	7.664	3	2.555	7.000	.001
Grade	251.083	4	62.771	171.996	.001
2-Way Interactions	2.042	12	.170	.466	.935
Status Grade	2.042	12	.170	.466	.935
Explained	266.822	19	14.043	38.480	.001
Residual	1377.339	3774	.365		
Total	1644.161	3793	.433		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: PROXIMITY

ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	1347.276	7	192.468	281.503	.001
Status	1317.812	3	439.271	642.477	.001
Grade	28.152	4	7.038	10.294	.001
2-Way Interactions	21.776	12	1.815	2.654	.002
Status Grade	21.776	12	1.815	2.654	.002
Explained	1369.052	19	72.055	105.388	.001
Residual	2580.339	3774	.684		
Total	3949.391	3793	1.041		

4082 cases were processed.
288 cases (7.1 pct) were missing.

SCALE: SCHOOL SELF-CONCEPT
ANOVA TABLE

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	83.179	7	11.883	37.668	.001
Status	25.492	3	8.497	26.936	.001
Grade	56.358	4	14.089	44.663	.001
2-Way Interactions	4.921	12	.410	1.300	.212
Status Grade	4.921	12	.410	1.300	.212
Explained	88.100	19	4.637	14.699	.001
Residual	1190.550	3774	.315		
Total	1278.651	3793	.337		

4082 cases were processed.
288 cases (7.1 pct) were missing.

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                         SCALE:  MULTICULTURAL EDUCATION

                                   ANOVA TABLE

                           Sum of                 Mean                 Significance
Source of Variation        Squares      DF       Square        F            of F

Main Effects               254.085       7       36.298      57.944         .001
    Status                  11.015       3        3.672       5.861         .001
    Grade                  231.209       4       57.802      92.273         .001

2-Way Interactions           4.275      12         .356        .569         .868
    Status  Grade            4.275      12         .356        .569         .868

Explained                  258.359      19       13.598      21.707         .001

Residual                  2364.122    3774         .626

Total                     2622.482    3793         .691


    4082 cases were processed.
     288 cases (  7.1 pct) were missing.
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ABOUT THE AUTHORS

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J. John Harris, III

J. John Harris, III is currently a Professor in the Department of Educational Leadership and Policy Studies, in the School of Education, at Indiana University, Bloomington/Indianapolis, Indiana. His primary responsibilities are teaching various graduate level courses in Educational Law and Administration; Supervising Practica and Internships; Counseling; Research; Doctoral and Specialist Committees and University and Community Service. Further, Professor Harris is the Director of the Indiana University Center for Urban and Multicultural Education (CUME). In the past he was Associate Director for the Office of School Programs at the University and engaged in a variety of academic and administrative activities evolving out of the Dean's Office, as Special Assistant to the Dean.

Before coming to Indiana University, he was an Assistant Professor at the Pennsylvania State University, University Park, Pennsylvania. There he was responsibile for instructing graduates and undergraduates in curriculum methodology, planning, implementation and evaluation of youth education programs. Also, he team taught the Principalship and provided guest lectures in the areas of Children's Literature and Cultural Foundations of Education. In addition, he was a State Urban Curriculum Specialist and Program Coordinator. Further, he worked with school districts, governmental agencies, private business and other higher education institutions as a consultant in management, urban education, school law and community relations. His other professional experiences include that of being a consultant, project director, assistant principal, and teacher in which the major duties were administration, supervision and evaluation of instructional programs in three federally funded projects.

He received the Doctor of Philosophy degree from the University of Michigan majoring in Educational Administration and Supervision, with a minor in Education Psychology and cognate in Psychology. His Master's Degree was also received from the University of Michigan majoring in the Behavioral Sciences in Education and Educational Administration and Supervision; and a Bachelor of Science Degree from Wayne State University, Detroit, Michigan. He holds membership on the Board of Governors of the Institute for Humanities Research, a variety of National honorary and professional organizations, and has published extensively.

Gary M. Ingersoll

Gary M. Ingersoll is an associate Professor in the Department of Educational Psychology at Indiana University. He received his B.S. from the State University College at Oswego, New York and his Ph.D. from the Pennsylvania State University. Dr. Ingersoll is the former chairman of the Educational Inquiry Methodology Program at Indiana. That program is responsibile for providing instruction and service in areas of research design, statistics and evaluation. He is also the former Associate Director of the National Center for the Development of Training Materials in Teacher Education. Dr. Ingersoll has taught at Indiana University since 1970.

His areas of expertise include adolescent psychology, research design, and statistics. His numerous publications include a book, Adolescents in School and Society, published by D. C. Health, 1982, and "Experimental Methods," a chapter in the Encyclopedia of Educational Research. He is a member of Division C (Learning and Instruction) and Division D (Statistics and Research Design) of the American Educational Research Association, the Society for Research in Child Development, the Association for Educational Data Systems, and the Society of Sigma Xi, the National Scientific Honorary Society.

Camilla A. Heid

Camilla A. Heid is the Assistant Director for Research and Programs in the Center for Urban and Multicultural Education, School of Education, Indiana University, Bloomington/Indianapolis, Indiana. Her major responsibilities include administration of equity training and technical assistance, program delivery, research and evaluation, curricular improvement and program and staff accountability. She has been employed as both a public school mathematics teacher and administrator in urban school districts.

Her staff development initiatives have included a variety of experiences, including grantsmanship, computers, administration, and sex and race desegregation. Other professional activities have included employment as a research assistant in the Project for the Equitable Administration of Student Discipline (PEASD), which focused on sex and race discrimination, i.e., disproportionality, in the suspension of public school students. Furthermore, her background is complemented by her evaluative role in the pilot study of MATHCO - a mathematics sex equity project developed at the University of Oklahoma.

Ms. Heid received a Bachelor and Masters Degree in Elementary Education with a minor in Mathematics from Indiana University. She is currently a doctoral candidate at Indiana University with a major in School Administration and minors in Educational Research Design and Statistics and Applied Mathematics and Statistics. She holds membership in various professional and civic organizations. Her current research interest involves equity issues related to school environment.

Richard C. Pugh

Richard C. Pugh is currently a Professor in the Department of Educational Psychology, in the School of Education at Indiana University. He is also Associate Dean for Research and Development. In the past he was a divisional director of Social Foundations and Human Behavior; Associate Director for the Office of Institutional Research; Associate Director for the Bureau of Educational Studies and Testing; and Associate and Assistant Professor of Education, all at Indiana University. Before coming to Indiana University he was a Research Associate, Bureau of Institutional Research at the University of Minnesota and a Science and Mathematics Teacher in Gary, Indiana Public Schools. His other experiences include that of being an officer in the United States Navy.

Professor Pugh received his Doctoral and Masters Degrees from Indiana University majoring in Secondary Education. His Bachelor of Science Degree was awarded by Purdue University majoring in Chemistry, Physics and Mathematics. He holds membership in the American Educational Research Association, American Psychological Association, National Council on Measurement in Education, American Personnel and Guidance Association, Association for Measurement and Evaluation in Guidance and Phi Delta Kappa. Dr. Pugh has also published a variety of academic journals and is the author of numerous monographs, chapters and reports, and scholarly papers.